8-30-67

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

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For Further Information:
Mel Hayes

FOR RELEASE AT WILL

Florida's Teachers Stand United
As 35,000 Crowd Tangerine Bowl
For Professional Information Day

Washington, D.C., (Special)--When 35,000 Florida school teachers stood and cheered in the Tangerine Bowl in Orlando Aug. 24, they were rooting for a touchdown run that would sweep them to victory in the state's education battle. But they also indicated they were prepared for a goal-line stand.

This "Professional Information Day" rally was a dramatic step in the long, hot summer's confrontation between Florida's 55,000 public school teachers and an adamant Governor. Teachers were advised at the meeting to hold their fire a bit longer, but in the meantime to pass the ammunition--their signed resignations. These would be stockpiled by local education association leaders, then would be submitted to school officials en masse if Gov. Claude R. Kirk, Jr., continues to refuse to call a special legislative session to seek relief for Florida's beleaguered schools.

Why did so many teachers, given a special legal holiday (most were on pre-school planning duty) and many paying their own way, journey to Orlando, for some of them a trip of more than 500 miles? The National Education Association Says it can be summed up this way:

It was because Florida's public schools, according to an NEA study, have been deteriorating gradually for many years.

It was because Governor Kirk, sticking tenaciously to his campaign "no-new-tax" stand, has refused to ask for needed new finances for education--including better teacher salaries--and has used the meat cleaver on the state's education budget.

(More)

It was because the NEA and the Florida Education Association (FEA) have applied sanctions on the state of Florida, censuring the Governor for his policies and practices regarding education, advising job-hunting teachers to by-pass Florida, and informing large businesses and industries of the gloomy educational climate in the Sunshine State.

It was because the FEA has asserted it is "fed up" with unfulfilled promises, and promoted this mammoth show of strength--the largest gathering of teachers in Florida's history--if not the nation--to back its demand for "Action Now!"

It was because the long, hot summer of teacher-Governor impasse was ending without relief in sight, and because the crisis would soon hit more directly where it would really hurt--the 1.3 million school children in Florida.

Here is a closer look at the major steps that have led downward to the situation which was climaxed by the Orlando rally.

A 1947 study of Florida schools revealed many deficiencies, but few of these were corrected during the following two decades. So the FEA asked the NEA to take another critical look.

A special committee of the NEA's Professional Rights and Responsibilities Commission observed, questioned, analyzed. Its March 1966 report, "Florida: A Study of Political Atmosphere as It Affects Public Education," called for revamping the state's educational finance and power structure from stem to stern.

The report hit hard. It said there were too many small schools, too few kindergartens, not enough remedial classes. Teacher salaries were inadequate, the teacher shortage was mounting, there was too much reliance on the influx of out-of-state teachers. State and local school boards were antiquated. And numerous other symptoms of a sick school system were listed in the NEA diagnosis.

A few months later an FEA official declared that "conditions have grown worse since the report."

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Kirk's "no-new-tax" stand, it must be admitted, is not unlike those of Govs. Farris Bryant and Haydon Burns before him. And the present Governor contends that the $85 million raise he is providing, staggered over a two-year period, is the largest single raise ever given teachers by a Florida governor. (The FEA denies this contention). He has had an educational consultant, Charles E. Perry of Ohio's Bowling Green State University, mapping a long-range education program that Kirk labels "exciting."

On the other hand, the Governor has been more tight-fisted toward education than his House or Senate. He vetoed a new budget containing a $1,200 pay increase for teachers but signed a bill that provides less than $1,000, in four installments. He covered most of his modest pay boost of $85 million (FEA sought $300 million) by chopping existing educational programs, such as school lunches, textbooks, library services, kindergarten programs, and programs for exceptional children, by about $63 million. Hard-pressed local governments will find it difficult--often impossible--to make up for this lost state aid. The Governor's austerity program will also mean increased tuition fees in the state's junior college system.

Florida spent $479 per pupil in 1966-67, while the national average was $569. Ten years ago the state contributed 59 per cent of the total cost of the public school system, but only 42 per cent last year. Florida is 46th among the states in the percentage of state revenues going to higher education.

In average salaries paid teachers, Florida dropped from 21st in the nation in 1956-57 to 26th this past school year. Because of recent higher raises in many other states, Governor Kirk's newly enacted education bill puts Florida teachers 30th in the nation. The bill proposed by State School Superintendent Floyd Christian would have

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lifted Florida to 18th place, the House's bill would have made it 12th, the Senate's bill would have put in 11th, and the FEA-supported bill would have boosted it to 1st place.

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NEA stiffened its sanctions in July by advising the nation's leading industries and businesses of deficiencies in the Florida public school system.

An NEA survey of several large industries confirmed that they take a close look at local schools when searching for new plant sites. "Second to labor and markets, schools are the single most important factor governing site selection," said an official of a factory-locating service.

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increased taxation, which many educators believe is essential. In mid-August he angrily threw out, with table-pounding emphasis, the State School Superintendent's suggestion that the Governor call a special legislative session to seek a resolution of the crisis.

Three-fourths of Florida's voters, a mid-summer poll conducted by NEA showed, believe that "urgent...decisive action" is needed to solve the school crisis, and a majority of them are willing to pay more taxes to provide better schools.

With schools now opening, the situation is grave. The state faces an unprecedented shortage of qualified teachers, according to the FEA and Florida teacher-training institutions. Teachers from other states who might have sought jobs in the land of Sun and Sand have been deterred by the sanctions. Many new teachers--and also some established ones--have been attracted to areas with better educational climate and salaries, such as Atlanta.

Will Florida education soon be given higher priority by the state, so that sanctions can be lifted and normal schooling continued? Or will thousands of teachers resign and the Florida educational crisis move into an even more critical stage?

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8/30/67

Aug. 29, 1967

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8/29/67

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8/29/67

FOR IMMEDIATE RELEASE

SPECIAL FEATURE

Record Crowd of 35,000 Teachers
Briefed on Florida's Education Battle

WASHINGTON, D. C.,August 29, 1967 -- Teachers from overcrowded Florida classrooms found overcrowding pleasant Aug. 24 when an estimated 35,000 of them jammed Orlando's Tangerine Bowl for a dramatic flexing of muscle--and sharing of information--in the state's education crisis.

It was the largest gathering of school teachers in Florida's history "and perhaps in the nation," a speaker announced.

Portraying the mood of the teachers, bitter about Gov. Claude R. Kirk's downgrading of education, was one of the many placards at the spectacular "Professional Information Day" gathering. It said: "Claude, we are SOoooooo excited we can hardly wait--and wait--and wait--and wait."

The sign revealed impatience with the Republican Governor, who has vetoed bills to improve Florida's sagging schools, and skepticism for his promised long-range program, which he asserts will make "Florida First in Education" by 1975.

"What parent wants to tell his child that 'we are going to make Florida first in education, but the improvements won't be made until after you are out of school,'" Cecil J. Hannan, assistant executive secretary of the National Education Association, reminded the throng which filled the 17,000 stadium seats and the seatless football field and sidelines.

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A highlight of the meeting was Hannan's presentation of $50,000 to the Florida Education Association from the NEA's DuShane Fund for Teacher Rights to continue waging the battle of sanctions. Palm Beach County gave $2,000; the Oklahoma Education Association, remembering NEA sanctions in the Sooner State in 1965, sent $1,000; in addition to many smaller contributions.

Both the FEA and the NEA have invoked sanctions against Florida, censuring Governor Kirk and his legislative backers, advising teachers not to take positions in Florida, and informing businesses and industries of the state's educational plight.

Another keynote of the historic meeting was the call by Phil Constans, Jr., FEA executive secretary, for teachers to turn in signed resignations to local education association leaders at once. These may then be submitted to school officials in one fell swoop if Governor Kirk continues to refuse calling a special legislative session to grapple with Florida's educational problems, Constans indicated.

Many of the teachers, granted a special legal holiday from pre-school planning duty, paid their own way to the central Florida gathering. Some left home in the wee morning hours to travel by bus or auto several hundred miles up or down the long peninsula.

By 11 a.m., clusters of the school people had taken possession of the Bowl's premium shaded spots below the floodlights and press box. By noon many of those teachers and dozens of small groups below the stands or under shade trees beside a nearby lake had uncapped their thermos bottles and spread out fried chicken and other delicacies for picnic lunches.

For more than three hours after the 11-o'clockers had staked their claims, throngs of teachers continued streaming into the Bowl grounds, carrying the pink and green FEA information flyers they received at the gates. One featured a series of paragraphs alternately headed: "Florida Has Overdrawn Its Account" and "Florida's

Children Deserve Better."

All stadium seats were occupied soon after noon, and the public address system warning to "Please keep off the playing field" was heard no more. Almost every available plot for standing or sitting on the grassy field and sidelines was claimed, and many men and women collected outside the Bowl fence near the speakers' stand.

The Bowl-full of teachers was "in living color." Hundreds of gay parasols, highlighted in a background of black umbrellas, made a kaleidoscopic garden when viewed from the top of the Bowl. Some teachers in the shirt-sleeve crowd made newspaper hats for some protection from the broiling sun, for it was a hot day (in the 90's) in Florida's long, hot summer of educational crisis.

Many teachers wore lapel badges such as "All the Way with FEA." Others had black armbands noting "Florida Under Sanctions" or "Pinellas in School Under Court Orders." (Pinellas County teachers, reacting to the unfavorable teacher salary situation there, stayed out of school the first day of their pre-school planning period. They reported for duty, under protest, when an injunction was issued against them. About 2,500 then gave signed resignations to their local education association officials to hold for possible use later).

Some teachers carried placards that asserted a "Special Education Session Needed" or called for "More Time to Teach." The majority of the signs, however, lambasted Governor Kirk--but good.

"Kirk for V.P.--the Sooner, the Better" said one sign. Among others were: "Win the War with One Bomb--Drop Kirk," "Ignorance Is Bliss--Look How Happy Kirk Is," "If You Can Color the Truth, Report to Kirk for a Job," and "Twinkle, Twinkle Little Star/ Kirk Has Pushed Us Much Too Far." The text on one sign was credited to"Aesop and Kirksop."

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A teacher salary placard pointed out that "You Can't Spend Dedication at Kwik Chek" (a grocery chain).

As placard-bearers milled about or posed for pictures, the "Sanctions Seven" band from Pinellas County gave out with "When the Saints Come Marching In."

And teachers--saints or not--were still marching into the Bowl, despite the efforts of some local school superintendents who had toured their districts urging teachers not to go to Orlando. Many teachers had come in the 70 busses, seen parked in one area near the stadium. When the program began at 1:30, the highway south from Orlando was still jammed for many miles, an FEA official announced.

A clergyman invoked the Deity's special attention to the education crisis, and noted that "we are tired of the shabby treatment that has been given to the boys and girls of Florida." Speakers continued the refrain.

Hannan explained that teachers are militant today, first, because they are frustrated in trying to help children. The other prime reasons, he added, are that their increased education and training cause them to want a greater voice in educational decision-making, and because they believe in the free enterprise system and want a more generous share of its fruits.

Constans asked the teachers to make a "last best effort" to "tell our story" to the people, the Legislature, the Governor. But if that doesn't get results, "let us resign...let us break clean," he suggested.

"Better to die on your feet," he added, quoting an old saying, "rather than to live on your knees."

# # #

8/29/67

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
(202) 223-9400

August 25, 1967

MEMORANDUM TO: Editors and Writers

A popular form of gamesmanship practiced by all sorts of self-styled experts involves "rating" the schools as good, bad, or indifferent. Any number can play -- including schoolchildren themselves, the neighborhood gossip, nostalgic oldsters, as well as good-intentioned committees and crusading editors.

The parent with the child in school can well become confused by all this conflicting "testimony." To help the parent do a more efficient firsthand job of determining "How Good Is Your Child's School?" the National Education Association has prepared another pamphlet in its popular "briefing-for-parents series.

Copies of the 16-page pamphlet will be distributed to more than a million educators next month as a special feature of the September NEA Journal. A copy of the pamphlet is enclosed for your use along with a news release.

We have obtained permission for you to reprint or adapt the text as a series or single article. If this idea appeals to you, we would appreciate your using an editor's note to credit the author and the NEA Journal which might read as follows:

> This article(s) is reprinted from a new pamphlet "A Briefing for Parents: How Good Is Your Child's School?" written by Sidney Dorros and published in the NEA Journal. Ask your child's teacher for an examination copy.

Sincerely yours,

Beatrice M Gudridge

Beatrice M. Gudridge
Associate Director
Division of Press, Radio, and Television Relations

Enclosures

Aug. 25, 1967

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For Further Information:
Robin Dorr

For Release at Will

Parents Should Be Turned On and Tuned In
To Child's School, Says NEA JOURNAL

WASHINGTON, D.C., August 25 --Parents should be turned on and tuned in where their children's schooling is concerned.

So says the September NEA Journal in another of its popular "briefings for parents" series. This one, entitled "How Good Is Your Child's School?" was written by Sidney Dorros, former teacher and principal, now director of the Publications Division of the National Education Association.

Dorros urges information-seeking parents to head straight for the horse's mouth -- the school itself -- for facts on the brand of education being provided. Otherwise the confused parent can be misled by some of the durable but dubious myths about schools that grow from 1) things he hears from his child; 2) things he remembers from his own school days; 3) things his neighbors pass along; or 4) generalized criticism in the press.

Check these things firsthand, Dorros tells parents, by visiting classes, talking with principals and teachers.

Another realistic approach in analyzing the school's strengths and weaknesses is for the parent to "get with it" as part of the actual school team -- by becoming a volunteer reader, clerk, playground supervisor or teacher aide; by plunging deep into PTA or citizen committee work designed to improve the school's offerings.

In visiting classes, Dorros suggests several questions parents should ask themselves, in trying to assess the brand of teaching going on there:

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● Are the pupils active and involved? A quiet, orderly classroom may be pleasant and relaxing for visitors, but it is not necessarily a place where maximum learning is taking place. A room in which youngsters are moving about, working together on projects, questioning the teachers, showing signs of interest and enthusiasm may be a setting for many constructive kinds of student growth.

● Do the pupils seem to like their teachers and feel relaxed with them, or do they appear withdrawn, afraid to give wrong answers?

● Do the teachers do most of the talking...or do they try to draw out children's opinions and knowledge?

● Is the whole class working on the same assignment or are some of the students working in groups or independently? Grouping is one method by which teachers give specialized attention to students' varying needs.

● Do the teachers have access to and use some of the new technological tools? Overhead projectors, audio and video tape recorders, films, television are now being used to bring the whole world into the classroom to help the student check up on his learning and to give the teachers time to work with individual students.

● Do the teachers encourage individual thinking or do they demand the exact "right" answer? Students who lack the ability to remember and feed back facts may have original approaches to problems that should be encouraged, not squelched.

● Do the teachers respect and nurture many kinds of skills? Youngsters who are not quick to hold up their hands when fact questions are asked may excel in creative writing, art, or music. They may have mechanical ability. They may be gifted with the ability to get along with other people or skilled in leadership.

Dorros also comments on other yardsticks of varying usefulness to the parent bent on school evaluation: accreditation of the school, number of students scoring high on national tests, the teacher-pupil ratio, the teachers' salaries, and the extent and quality of innovative practices.

# # # #

8/25/67

Aug. 24 1967

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FOR IMMEDIATE RELEASE

NEA President Commends
Chicago School Plan

WASHINGTON, D. C., Aug. 24--President Braulio Alonso of the National Education Association, declared today that Chicago's new plan for integrating schools, announced yesterday by its Board of Education, has provided the nation with a courageous blueprint for halting urban educational decay.

The Tampa, Fla., educator offered the support of the million-member association to Chicago's educational leaders as they move to implement the far-reaching proposals.

In a statement here, Alonso declared:

"Chicago's bold prescription for curing its own educational ills, announced yesterday by the Board of Education, gives heart to educators everywhere.

"The million members of the National Education Association salute the board, the superintendent, and the school staff of Chicago for this courageous combat strategy designed to halt educational blight in the nation's second largest city.

"NEA's own concern for the tragic decay of big city schools was spelled out last month in an uncompromising resolution calling for bold experimentation with pupil transportation, specialized schools of high quality, educational parks, altering of school enrollments, higher-than-average funds for school staff and facilities, more compensatory education, and other innovative procedures.

"Chicago has provided the nation with a blueprint for action. The resources of the NEA are available at all times as Chicago moves to translate its blueprint into reality."

# # #

8/24/67

PRESS REPORT

Prepared for the NEA Staff by Press, Radio, and Television Relations

The Chicago (Ill.) Tribune
August 24, 1967

Minimum Racial Quotas Are Set Up by Redmond

Board Gives Its Indorsement in Principle

TEXT OF PLAN
Text of Redmond's plan on integration of schools appears on page 8.

BY CASEY BANAS

Bold integration proposals—ranging from busing children to keep integrated schools racially stabilized to building educational parks on Lake Michigan peninsulas—were approved in principle yesterday by the board of education.

Ten board members voted to accept the far-flung integration plan proposed by School Supt. James F. Redmond. The 11th board member, Edward S. Scheffler, abstained, explaining that he had serious misgivings over legal and financial problems the plan would pose.

The myriad of recommendations to increase pupil and teacher integration, and integration in apprenticeship programs and vocational schools was presented in a report prepared by Redmond, his staff, and 15 consultants. The program is the board of education's reply to findings by the United States office of education that Chicago's schools are guilty of racial discrimination.

Supt. Redmond — Immediate goal must be bold in concept and cautious in draftsmanship.

The Highlights

Highlights of School Supt. James F. Redmond's broad program for the Chicago schools, as submitted to the school board yesterday:

1. Development during the next 30 years of educational parks, each serving up to 20,000 pupils, on eight to 10 peninsulas to be created along the lakefront. Another 15 to 20 similar educational centers would be built largely around the rim of the city. Each would include elementary, high, and specialized schools. These would permit eventual closing of some 300 neighborhood schools.

2. Establishment of so-called magnet school offering "exemplary programs in specialized fields" in attractive nonresidential locations, such as parks, and in white residential areas near suburbs. These would be open to all students in the city, with transportation provided for them when required.

3. Use of school buses, with instruction provided aboard them, to carry pupils from their home districts to other schools to extend integration. These pupils would attend schools primarily in "areas least threatened by residential change." Percentage limits on minority attendance of integrated schools would be established.

4. Establishment of a quota system, incentives, and rules to bring a proportionate share of the best qualified and most experienced teachers to inner-city schools. Instructional groups would be headed by experienced teachers and include less-experienced teachers, aids, interns, and practice teachers. Integration of teaching personnel would be encouraged.

5. Guarding of parking lots at inner-city schools for the protection of teachers. School buses would carry groups of teachers to and from inner-city schools, in cases where teachers fear attack if they travel alone.

6. Expansion and improvement of vocational education with campaigns conducted to increase attendance.

7. Creation of Metropolitan Area Educational council to develop pupil and teacher exchange programs within the city and between Chicago and predominantly white suburbs.

8. Action by city officials to bring about city-wide integrated housing, described as necessary if schools are to be integrated fully anytime soon.

9. Turning to the federal government for much of the money required for the long-range program. Redmond didn't estimate the costs.

"A racial quota system is the only feasible short range approach that will anchor sufficient numbers of whites to make meaningful integration even a long range possibility," the report emphasized.

Outlines First Step

As a first step, the Redmond plan urges that the percentage of Negroes in integrated schools be limited. To keep a school from becoming predominantly Negro, which has often happened in recent years, some Negroes would be transferred to other schools "where integration can be achieved."

Elementary pupils would be transported by bus and high school students might be given carfare to ride Chicago transit authority buses.

Altho the board of education has always steered away from a policy of busing pupils to integrate schools, the report noted:

"Obviously transportation must be provided by the system in any program of transfers seriously intended to effect integration."

Areas to Be Affected

The report includes no specifics about where the Negro pupils would be placed. But it emphasized that the schools chosen should be based foremost upon the areas least threatened by residential change.

"On the average these are likely to be somewhat higher income areas, largely of single family homes and relatively distant from the sending area," the report said. If the receiving school does not have enough space for the transfering children, mobile classrooms should be added, it explained.

The report emphasized that no receiving elementary school should have enrollment more than 15 per cent of the minority race. Limitations in high schools would be 25 per cent enrollment of the minority race.

Tell Short Range Goal

In recommending the racial quota policy, the report said:

"The immediate short range goal is to anchor the whites that still reside in the city. To do this requires that school authorities quickly achieve and maintain stable racial attendance proportions in changing fringe areas. If this is not done, transitional neighborhood schools will quickly become predominantly Negro as whites will continue to flee."

But the racial quota-busing plan will still leave "the overwhelming bulk of Chicago's public school students for the foreseeable future . . . attending racially segregated schools," the report said.

It added that the board "must specifically commit itself openly and candidly to a concrete long-range, phased integration plan which can be readily understood by the many publics it serves." The report urged board members to avoid "the act-react syndrome" that has characterized many of the responses to integration crises.

Has Long Range Proposals

Intermediate and long range proposals are stressed in the Redmond plan. Magnet schools offering "exemplary programs in specialized fields" are evisioned as the second step in integration. These schools

(Over)

would be open to all students thruout the city, but a stable racial mix would be maintained.

The report recommended that some specialized schools should be located in "attractive nonresidential areas" such as the Loop. Some might be built in white residential areas near suburbs, and others planned in conjunction with integrated housing projects such as the South Commons development.

Magnet schools in white areas might lure white families from the suburbs back to the city, the report said. It added that the specialized schools planned near the suburbs might facilitate city-suburban pupil and teacher exchanges.

For a long-range integration plan, the report urged a feasibility study on educational parks. It defined the educational park as "the collection of numerous and related educational efforts in a single location." This may include elementary, high schools, and special schools for vocational and gifted programs and for handicapped children.

Would Create Peninsulas

In its most dramatic recommendation, the report urged that the school board plan and seek authorization for the creation of 8 to 10 Lake Michigan peninsulas between Irving Park road and 75th street for educational parks that would each serve up to 20,000 students.

Another 15 to 20 sites for educational parks should be selected "around the rim of the city" and perhaps in other places where integration can be easily achieved, the report said.

"Such a program would be lunacy if conceived of as less than a 30-year undertaking," the report emphasized. But it added that "it would be equally foolish to delay to any extent whatsoever the necessary feasibility studies and the setting of a timetable for the inauguration and completion of each facility."

The report suggested that five educational parks be built in the next 8 to 10 years with one built each year after that. It added, that 300 or more existing neighborhood schools "might be retired from service in this century." The report envisoned that 75 per cent of all students would eventually require transportation to get to their classrooms.

No Price Tag

Altho the Redmond plan nowhere placed a price tag on the proposals it said that funds to build the magnet schools and educational parks "might logically come from the federal government which has avowed its support of efforts to support integration."

The report castigated Illinois' structure of educational finance and the vast differences in per pupil spending in various school districts.

"Many regard dollar discrimination between districts as an indirect but powerful engin of segregation," it added.

"Who can blame the successful young parents who decide to leave for the suburbs where their child will receive an education worth nearly twice the dollars and with a tax burden often considerably below Chicago's? The departure of such families from the city drives another nail in the coffin being fashioned for the integrated society."

The report proposed creation of a Metropolitan Area Educational council to develop pupil city-suburban exchange programs. It noted that current population patterns permit large scale integration only on a metropolitan area basis.

Both Races Would Gain

If racial integration is desirable for Negroes, it is equally desirable for whites," the report continued. "The child coming from a middle-class home in white suburbs like Glencoe, River Forest, or Flossmoor also has benefits to derive from an integrated school situation."

Programs should be arranged, the report said, "which will bring significant numbers of white pupils at some point in their school program into the dynamics of city life with all its diversity, its resources, and its problems."

Another objective of the council, the report said, should be "to present the demographic facts of life to suburban leaders and to emphasize the fact that equality of educational opportunity, a prized American right, has become a farce in metropolitan Chicago."

Even with a well-constructed integration plan, the report argued, "the schools acting by themselves will only be able to carry out delaying actions in retaining whites in Chicago."

Statement on Housing

Then it made this startling statement:

"The city needs a comprehensive, clearly defined plan that will establish fixed racial proportions in new housing developments. Only the mayor and the city council have the political influence to implement such a planned, integrated, city-wide, housing scheme. Only with their commitment to such a plan can the city of Chicago be truly integrated."

The report said that "one cannot expect residential integration or large scale school integration to be achieved if 35 of Chicago's 50 aldermanic wards will not countenance public housing projects in their areas of the city."

It added that "a knowledgeable and respected demographer" estimated that 4.65 blocks each week are changing from predominantly white to predominantly Negro in Chicago.

The report also included extensive recommendations to increase teacher integration and to provide a fairer share of experienced teachers for innter city schools. Some of the proposals would tamper with the teachers' much-cherished transfer rights.

Need Balanced Teaching

"Making the inner city schools desirable places to teach is the ultimate solution to the problem of balanced and equitable staffing," the report said. It added that primary emphasis must be placed "on transforming the 'difficult' school into the professionally rewarding and challenging school."

The report recommended that inner city schools have programs in which the most experienced teachers work with less experienced teachers, practice teachers, and teacher aids to develop better instruction programs.

Since the school principal is a key variable in retaining teachers in inner city schools, procedures should be developed to find the principals likely to be most successful in making the schools "centers of quality education," the report said. It even suggested that no one be allowed to take the examination to become a principal without at least two years of service in a school in a "lower socio-economic area."

The report urged that teachers be provided guarded parking lots near schools in disadvantaged areas and that they be bused to schools in cases where they are reluctant to accept assignments because of fear of being physically attacked.

Would Modify Policies

"The paramount interests of parents and children in quality education in the inner city school will be served by modifying the present permissive transfer policies and reducing opportunities and alternatives for frequent transfer," the report said.

It explained that the staffing problem in inner city schools is the victim of "a vicious circle" hard to break under present policies. Many schools are undesirable because of large numbers of inexperienced teachers assigned to them, but the large turnover of teachers is one of the factors that makes them undesirable, it added.

The report argued that teachers avoid inner city schools because of "traditional, habituated, and unexamined reluctances and doubts as well as a total lack of familiarity with the professional satisfactions and challenges which such a teaching situation can be made to yield."

To get more experienced teachers in inner city schools, the report recommended that new certified teachers not be assigned to any school which has a higher percentage of certified teachers than the average. Many inner city schools now are staffed predominately by teachers who are full time substitutes.

Would Spread Experience

The recommendation presumably would give inner city schools as many experienced teachers as in schools near the suburbs.

The report noted that modifying the teacher transfer policy would require changes in the collective bargaining agreement with the Chicago Teachers union. "This renegotiation should be an undertaking of top priority," it recommended.

Charges of segregation in apprenticeship trade programs at Washburne Trade school, 3233 31st st., also were studied by Redmond's staff. The report urged the formation of advisory councils to get advice on how the school can best serve the community.

It recommended that the building trades, which select apprentices for enrollment in the school, accept "a disinterested third party," such as the Illinois state employment service, into their screening and standards committee.

Vocational Enrollment Report

On open enrollment in vocational schools, the report recommended more aggressive and earlier recruitment programs, various changes in admissions policies, and more vocational program in general high schools.

The report was developed after five months of work by a staff committee headed by Dr. Virginia F. Lewis, assistant superintendent for integration.

Francis B. McKeag, assistant superintendent for school planning, headed the committee on boundaries and student assignment policies. Dr. John F. Erzinger, assistant superintendent for personnel, was chairman of the committee on faculty assignment patterns. Dr. Arthur R. Lehne, assistant superintendent for vocational and practical arts education, directed the part of the study on apprenticeship programs and vocational schools.

Redmond and his staff undertook the integration study after a United States office of education report charged that Chicago's schools had widespread pupil and teacher segregation. The federal office of education investigated city public schools because the Coordinating Council of Community organizations, a federation of civil rights groups, filed a complaint charging the board of education with segregation.

Here's Text of Redmond's School Plan

Following is a complete text of School Supt. James F. Redmond's plan to increase pupil and teacher integration and a partial text of recommendations on more integration in apprentice programs and vocational schools:

BOUNDARIES AND STUDENT ASSIGNMENT POLICIES

The members of the staff who participated with the outside specialists in studying the attendance area and student assignment policies of the board of education submit a list of assumptions upon which they present the recommendations which follow.

ASSUMPTIONS

A. That integration is desirable for white and Negro children alike.

B. That every effort should be made to retain the white population and promote stabilization in integrated school situations.

C. That the responsibility for integration should be shared by all of the white community by maintaining fixed racial proportions in the schools.

D. That efforts should be made to provide cooperative programs with the private and parochial schools in the city as well as the suburban schools in the metropolitan area.

Predict Housing

E. That the present housing segregation pattern in this city will probably continue for some time, making it necessary for the board of education to continue to improve the quality of education in all schools and particularly in the ghetto schools.

F. That the transporting of students by the school system is necessary to achieve racial integration.

G. That the funds to implement the recommendations should be available from state or federal as well as local sources.

SHORT-TERM RECOMMENDATIONS

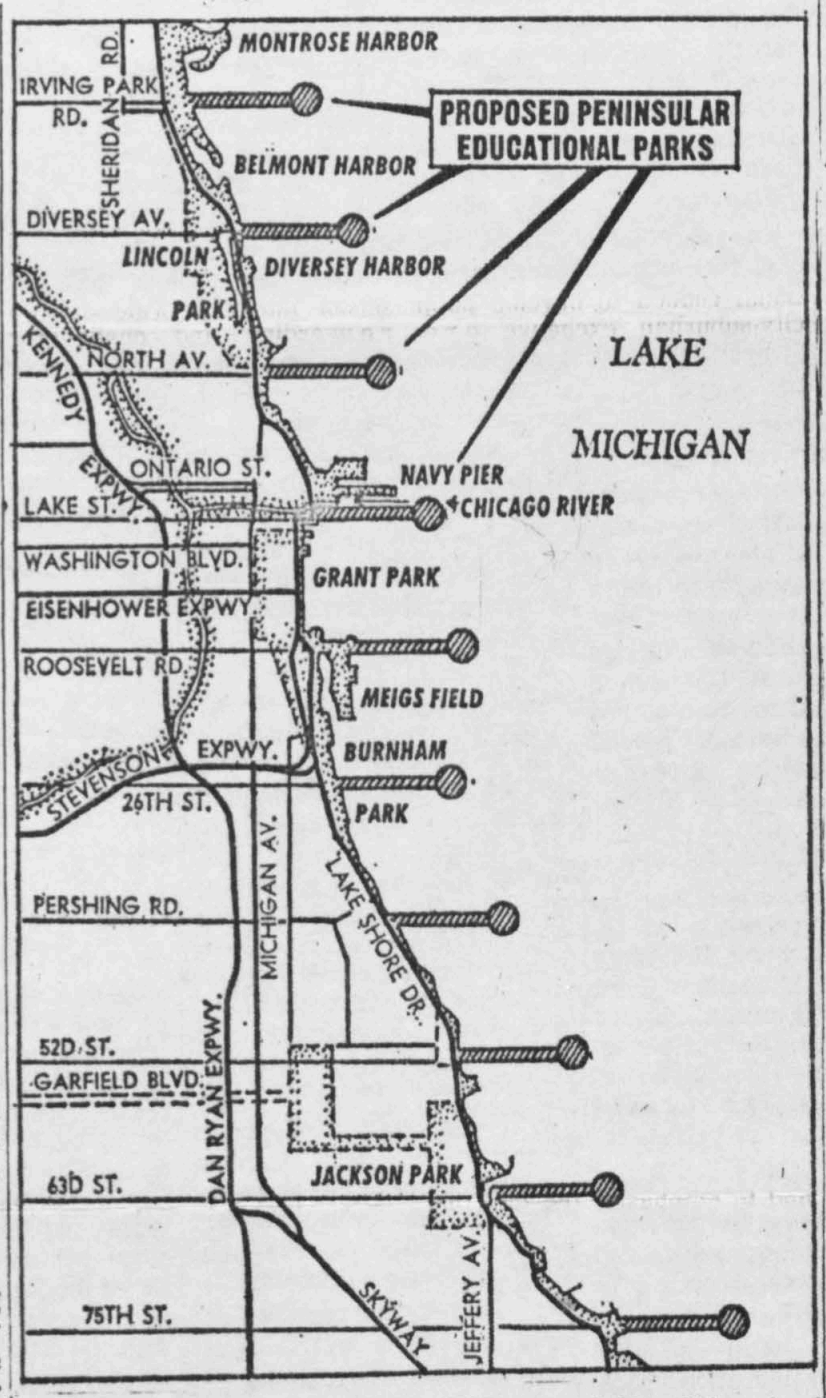
A. Noncontiguous attendance areas.

1. Fringe area schools [these are integrated schools, both high and elementary, located in most cases between the Negro segregated and the white segregated schools].

a. Limit the Negro or other minority percentage in the fringe area schools to a viable racial balance.

b. Select geographic blocks within the integrated school attendance areas which are predominantly Negro and each year transfer all pupils living therein in grades 9 in the high schools and in grades K-6 in the elementary schools, to schools in nonadjacent areas of the city where integration can be achieved. Ninth grade students would remain thru the succeeding grades until they graduate. Similarly the K-6 grade students would remain thru their graduation from 8th grade. Upon graduation from the elementary school, the student would be eligible to enter the high school to which the receiving elementary school sends the majority of its graduating pupils.

c. Assign these blocks to the receiving school attendance area as noncontiguous segments.



Map shows proposal for establishment of 10 public school educational parks on landfill campuses spaced for 13½ miles along Chicao's lake front. [Tribune Staff Map]

Want Transit

d. Provide transportation for the elementary pupils from a convenient selected point in the sending school area to the receiving school and return to the starting point.

e. Provide adult supervision on the bus in the person of a teacher or teacher aid. Experimentation is recommended to formulate plans to utilize the transit time profitably.

f. Consider paying carfare for high school students who are transferred to a new high school under this plan.

2. Outer area schools.

a. Limit the number of minority pupils transferring from the noncontiguous blocks of the attendance area of a receiving elementary school to not more than 15 per cent. This racial balance must take into account the full complement of pupils to be transferred.

b. Limit the number of minority students transferring from noncontiguous blocks of the attendance area of a receiving high school to not more than 25 per cent.

c. The geographic blocks in which these students reside will become a noncontiguous part of the receiving school's attendance area.

A Bigger Staff

d. Provide additional educational staff and services to meet the needs of the pupils enrolled.

e. Provide in-service education for the staffs of the receiving schools.

B. Intra-Community Pilot Program.

Develop a pilot program in one area of the city to provide more equalized racial percentages in the existing elementary schools.

1. Attempt to equalize the minority percentages in the selected schools.

2. Consider transporting students where distance becomes a factor.

C. Voluntary permissive transfer plan.

Continue voluntary permissive transfer programs to relieve overcrowding, to achieve stabilization, and to promote integration. Limit the racial balance in the receiving schools to the viable percentages previously indicated.

1. Continue the high school program based on city-wide averages of enrollment compared to rated capacities.

2. Continue the transfer program for elementary students, giving priority to those schools which are overcrowded.

3. Consider the necessity of providing transportation for those living excessive distances from the receiving school.

Attendance Areas

D. School attendance area adjustments.

Continue examining the school attendance areas to assure those changes in boundaries which in addition to equalizing enrollments within capacities and eliminating traffic hazards will promote racial integration and contribute to neighborhood stabilization. Limit the racial balance in the receiving schools to the viable percentages previously indicated.

E. Site selection.

Select sites and plan and build new schools in a way that will promote integration wherever possible.

F. Public-private school cooperation.

Develop new and inventive programs in the specific area of public/private school cooperation to create more opportunities for integration programs.

(Over)

G. Metropolitan area councils.

CREATE A METROPOLITAN EDUCATIONAL COUNCIL

1. Expand exchange programs between the city and the suburban community with special emphasis upon those programs which will promote greater interracial understanding.

2. Acquaint the suburban community with the pertinent demographic facts of the urban community and the need for added financial resources within the inner city.

INTERMEDIATE TERM PROPOSALS

Magnet schools.

Consider the possibility of establishing magnet schools at the high school and possibly at the elementary school level, each to offer exemplary programs in specialized fields.

1. Establish attendance areas for magnet schools on a city-wide basis or at least to an extent great enough to insure that they will be integrated.

2. Provide course offerings and instruction so outstanding that they could not be matched anywhere else in the city and perhaps even in the entire metropolitan area.

Seek Good Sites

3. Plan such schools in attractive nonresidential areas, such as the Loop, in large parks, or in white communities adjacent to the suburbs.

4. Consider establishing magnet schools in a shared-time arrangement with parochial schools and perhaps private institutions.

5. Consider the necessity of providing transportation for those living excessive distances from the magnet school.

LONG RANGE PLANS

Conduct a feasibility study on the possibilities of establishing educational parks or cultural-education centers.

FACULTY ASSIGNMENT PATTERNS

It is recommended that:

1. As an important element in improved staffing and instruction in inner city schools, a program of staff instructional groups be initiated utilizing members with different levels of preparation and task competence and providing for improved staff development and utilization. The recommended group should include highly qualified master teacher group leaders, less experienced teachers and aids, interns, and practice teachers, permitting flexibility and differentiation of roles and rewards. Specifically, the recommendation is intended to assure to inner city schools master teachers backed by other teachers and aids together with strong in-service assistance and attractive conditions and incentives which will make for more effective and stable staffing.

a. The program be initiated and developed, at the outset at least, in the inner city schools.

Tests Encouraged

b. Principals be encouraged to test out and assess the feasibility of various forms of instructional groups.

c. During the period of transition to instructional groups, priority be given to the assignment of master teachers on the basis of one master teacher to five provisional teachers and one master teacher to every 10 temporarily certified teachers who are filling long-term vacancies.

2. A concentrated in-service training program be provided for principals about to assume positions in inner city schools.

3. District administrative officers prepare and implement programs in which principals of inner city schools may be grouped so that they may share experience, capitalize on special interests and competencies, and provide mutual resources in solving administrative problems.

4. A study be initiated on staffing in the inner city schools to determine the effect of principal turnover.

5. Turnover reduction, staff stability and retention, and development of requisite staff espirit and commitment be recognized as an important goal and responsibility of the building principal.

6. A study be undertaken to determine the effect and impact of the present practice of principal visitation on the fair and equitable distribution of staff.

Principals' Exams

7. A requisite for admission to the principalship examinations be, desirably, three years, or an absolute minimum of two years, service in one school in a low socioeconomic area.

8. The program of services for children who present serious discipline or learning problems be expanded.

9. Consideration be given to: [1.] provision, as soon as is practicable, of guarded parking lots immediately adjacent to schools in disadvantaged areas of the city; [2.] the possibility of having teachers who will accept assignment to inner city schools report for work at a central location [in the Loop or at central locations within each district in neighborhoods posing little or no threat to personal safety] from which they would be transported in groups to the schools in which they work and back again in the evening.

10. The teacher aid program in inner city schools be expanded immediately, without awaiting implementation of instructional team recommendations.

11. A city-wide advisory committee representing community organizations and the school system be established for the purpose of proposing ways in which inner city schools communities and the staff of the schools may be mutually helpful in achieving and maintaining equitable staffing.

12. Programs be expanded by district superintendents and principals to enlist the aid to local groups and organizations in an attempt to induce the local community to assume some measure of responsibility for teacher-community relationships.

13. The board of education adopt policies and procedures on assignment and transfer which will result in having in each school the same percentage of regularly certified teachers as the percentage which exists for the system as a whole.

a. Teachers regularly certified [by examination] not be assigned or transferred to schools in which the percentage of regularly certified teachers is more favorable than the percentage for the system as a whole.

b. An administratively feasible approximation of the city-wide percentage should be determined periodically and set on an appropriate date, perhaps every third year.

Exceptions to Rules

c. Exceptions to the recommendation on assignment and transfer should be allowed in order to promote and encourage staff integration.

d. Temporarily certified [FTB] teachers in schools with regularly certified teacher percentages more favorable than the city-wide percentage be subject to reassignment at the end of a two-year period.

14. The teacher exchange program be modified to cover periods shorter than a year [perhaps periods as short as a week], and be more publicized. Schools and/or districts might be paired for purposes of teacher exchange.

15. The transfer-on-loan programs be continued and be more publicized, with emphasis on the professional and economic rewards available and with special recognition for the participating teachers who could also participate in the publicizing of the program.

16. A research study be undertaken to determine financial and quasi-financial incentives which might be effective in obtaining and retaining experienced teachers in inner city schools.

17. A program be adopted which will: [1] make Chicago teachers acutely aware of and professionally involved in the problems of adequate staffing of all Chicago schools; and [2] enlist the aid of Chicago teachers in solving creatively the problems which are the subject of this report.

Ask Joint Planning

18. A joint planning board on teacher preparation be established with representation from the Chicago schools and teacher preparation institutions with the purpose of encouraging and promoting better teaching service in inner city schools.

19. Consideration be given: [1] to assignment of groups of potential teachers, late in preparation but prior to em-

ploratory service with remuneration; and [2] to ways in which family, relatives, and friends may be involved in orientation to employment in inner city schools.

20. Attention be given to the value of a modification of the Illinois School Code, Section 24-4 to permit the consideration of race as a factor in the assignment and transfer of teachers in order to promote staff integration.

21. Additional staff be appointed to work with the departments of personnel and integration in implementing the proposals and recommendations of this report with reference to equitable staff balance, and liaison and cooperation among the Chicago schools, teachers' organizations, teacher preparation institutions, community groups, and the like.

22. A study and evaluation of the procedures and practices of the board of examiners be undertaken in order to determine how its operations may best contribute to the alleviation of the staffing and assignment problems in the Chicago schools.

23. Provision continue to be made for systematic data collection and organization on the basis of indicators of degree of staff integration and balance.

APPRENTICE PROGRAM
[A Partial Text]

1. At least two levels of advisory committees or councils should be organized and utilized in order to get advice and counsel as to how Washburne Trade school can best serve the needs of industry and of the community. The first level of the advisory committee would deal with policy matters as they relate to the entire school and its function within the community. In addition, there should be an advisory committee for each of the trades being taught at the school. It is conceivable that, after the policy and direction of the school has been set, the policy advisory committee would have to meet only two or three times a year to receive reports as to the school's progress and suggest further direction.

4. In view of the charge that certain ethnic groups dominate certain trades while others are excluded, sponsoring agencies should be encouraged to accept a disinterested party, such as the Illinois State Employment service, and other agencies dealing with equal employment opportunity, into their screening and standards committees. In addition, the board of education of the city of Chicago should make available to the sponsoring agencies staff members who would meet regularly with the apprenticeship committees and act as consultants to each of these apprenticeship committees.

OPEN ENROLLMENT IN VOCATIONAL SCHOOLS
[A Partial Text]

1. The open enrollment policy in effect for the schools should be publicized and emphasized. Active and aggressive recruitment for these programs and schools should be city-wide.

3. General admittance requirements for vocational schools should be abolished. In their place there could be substituted a list of prerequisites required for admittance to various programs. Admittance standards should be based on program content and not on school requirements.

4. In that vocational programs begin in the 11th grade, more aggressive recruitment of students should take place on the 10th and 11th grade levels.

13. Effort should be made to bring more vocational programs to general high schools of the city. The pattern is well established in that most schools are offering some comprehensive programs in business education, distributive education, and some areas of home economics. Industrial arts facilities in some schools may be converted to vocational education use.

18. City-wide recruitment should be carried out to increase integration in vocational schools.

8-18-67

NEWS from the National Education Association
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FOR IMMEDIATE RELEASE

Elective School Board
Endorsed by NEA Official

WASHINGTON, D. C., Aug. 18--Strong approval for selection of school board members by the voters was given today by the top executive of the million-member National Education Association.

Dr. Sam M. Lambert, executive secretary, said he strongly supported a school board elected by the voters of the District of Columbia. This week President Johnson pledged his support to the bill which would substitute election for appointment of the board.

"The NEA," Dr. Lambert said, "has promoted the popular election of school board members for more than 60 years. This is the only method of selection that frees members of boards of education from every allegiance except that owed to the public at large. It is the best way to make the schools and school programs responsive to what the community wants and needs."

Noting that the quality of people serving on school boards has become of increasing concern to citizens as public education has grown in size and complexity, Dr. Lambert emphasized that elections bring "a degree of intimacy between the people and the board" that is extremely important today.

At regular intervals, Dr. Lambert added, the ballot box can serve as a "barometer of citizen concern" regarding the caliber of persons who have been serving on a board.

(More)

School Board members in the District of Columbia now are appointed by the judges of the Federal District Court. President Johnson revealed this week that the judges have asked to be relieved of "this burden which is so far removed from the legitimate duties of the judiciary."

Dr. Lambert said he knew of no more illogical way of choosing a board than the method now used in the District of Columbia. He commended the long-term efforts of local teachers working through such groups as the District of Columbia Education Association and the D. C. Association of Classroom Teachers to achieve reforms.

The NEA executive pointed out that more than three-fourths of the estimated 140,000 school board members in the nation are elected, and that the great majority of authorities on school administration favor this method of selection.

# # #

8/18/67

Aug. 22, 1967

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FOR IMMEDIATE RELEASE

Briefs from the NEA Journal

New NEA Executive Secretary Outlines
Future Possibilities In Education

WASHINGTON, D. C.--"Good schools are impossible without good teachers. Lacking the best possible teachers, no amount of gadgetry or innovation will do much good," according to Dr. Sam M. Lambert, new executive secretary of the over one million-member National Education Association.

He outlines some of the future educational possibilities in the September issue of the association's official publication, the NEA Journal. As head of a formidable complex organization, composed of 1,028,456 members, 56 state affiliates, 8,264 local affiliates, and 75 departments, divisions, committees and commissions, Lambert sees the teacher as the pivotal point of education. He sees NEA's one all-encompassing strategy, making NEA "professionally necessary and economically desirable for every teacher in America."

Among his recommendations is the development of summer clinics "where teachers could improve their teaching skills. They might teach half a day while being observed by experts; then spend the other half day conferring with people who would diagnose any problems they had and advise them on how to eliminate or minimize their difficulties."

Envisioning the day when NEA will be able to give more individualized help to its members, Lambert suggests that eventually "each regional office staff may include an attorney to assist teachers with all kinds of job-related problems,"

(More)

including income-tax difficulties or legal matters requiring the hiring of attorneys. He foresees the day when each school would have, perhaps as a part-time paid employee, a professional association representative. In larger schools Lambert would like to set up a three-to-five person committee whose task would be to involve the entire faculty in a variety of professional association work--one year it may be in political action, another year a conference on the improvement of instruction.

His platform is to "concentrate on building one mighty profession through unification and reorganization at local, state, and national levels."

# # #

Disadvantaged Students In San Mateo, Calif.,
Experimenting With College Readiness Program

Beneath the well-bred, affluent veneer of San Mateo County, Calif., there exist hard knots of poverty, intellectual and cultural decay, and a fatalistic pessimism about life. From this level only a few have found their way to the steps of the College of San Mateo--90 percent of these dropped out. In the September issue of the NEA Journal, official publication of the National Education Association, five program officials describe what is being done about this situation through their College Readiness Program for the Disadvantaged.

Interviewing some 100 disadvantaged youths last year, they selected 39 for a concentrated summer program designed to introduce them to future college courses. Twenty-three tutors--second-year students who knew the school and faculty--were chosen. The tutors--two of them Negro--came from varying backgrounds including one "tore-up lookin' hippie, and he had on half of a shoe." The authors report that "students eventually identified with the tutors...because the tutors had had academic troubles of their own and wanted to do more about social ills than picket, and they didn't care much for the usual in-group activities."

(More)

"The program attempted to give the students something most of them had never had before--a chance to perform demanding academic work, a chance that carried with it the implication that they should be able to succeed at it," the report summarizes. After one summer, 37 of the original 39 students stuck with the program to the end. Thirty-six enrolled full-time at College of San Mateo, 20 of whom completed the full academic year. This year 60 new students, the majority of whom are Negroes, are enrolled in this summer's College Readiness Program.

# # #

Majority Of Educators Approve
Achievement Testing, Survey Shows

How do teachers feel about achievement testing? According to the National Education Association, a survey of 1,689,000 teachers shows that three out of four teachers found the tests helpful.

The teacher-opinion poll, published in the NEA's official publication, the NEA Journal, demonstrates that more than 76 percent believe that nationally standardized achievement tests are of help, while only slightly more than one percent feel they are a hindrance.

Testing devices are more popular in the Southeast than in the other geographical areas, the report notes, though all areas admit that test scores are of some help in their teaching. "The poll does not indicate the possible effects that proposed national assessment of education might have on these existing programs," the poll concludes.

# # #

Educator Describes War On Ignorance
Being Waged By Teachers In Vietnam

You're a teacher. You get roughly $27 a month. You may or may not have walls and ceilings to your classroom. One of your brightest pupils has to drop out to

tend to the water buffalo. There is a lineup of parents and children waiting outside the school area to sign up for class as soon as a seat is available.

You're a teacher in Vietnam. Any minute you may be kidnapped or killed by the Viet Cong. But you're there. You are Gladys Philpott, or Jane Doe from Peoria, working as a teacher in a war-ravaged country. If you happen to be Gladys Philpott, you write about your experiences in, say the NEA Journal, official publication of the National Education Association. If you are Gladys Philpott you have to be a little crazy or awfully dedicated to the teaching profession. Gladys Philpott is dedicated.

She describes the educational scene in Vietnam including the almost fanatical desire of the people to learn how to read and write. In 1957, a half million children in Vietnam were in school. Now over a million and a half are stuffing themselves into every available nook and cranny of the countryside begging to be taught. They go to school in shifts--two or two-and-a-half-hour shifts--some at daybreak, some after dark. They are promoted according to excellence--depending on whether there are seats available on the next highest grade level. And yet this impossible situation has attracted over 8,800 teachers working in over 9,000 classrooms, trained by the U. S. Government Agency for International Development (AID) Program.

# # #

8/22/67

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FOR IMMEDIATE RELEASE

NEA Sends Aid To Teachers
In Flood-stricken Alaska

WASHINGTON, D. C., Aug. 17--A $10,000 check to assist teachers and their families in flood-ravished Fairbanks was sent to the Alaska Education Association yesterday by the National Education Association.

The AEA requested emergency aid from the parent body to help provide food and shelter for 300 elementary and secondary schoolteachers and their families, Dr. Cecil J. Hannan, NEA Assistant Executive Secretary for Professional Development and Welfare, said. The money was provided from the NEA DuShane Fund for Teacher Rights.

Dr. Hannan said that all state affiliates of the NEA have been informed of the plight of the Alaska teachers, who are victims of Fairbanks' worst flood in history. Affiliates that wish to aid the Alaska teachers were asked to send contributions directly to Robert Van Houte, Executive Secretary, Alaska Education Association, Seward Bldg., Juneau, Alaska 99801.

8/17/67

Aug 8, 1967

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M. Ruth Broom

FOR IMMEDIATE RELEASE

Safe Driving Is Principal Topic
At Teen-Age Conference In Missouri

WASHINGTON, D. C., Aug. 8--Teen-agers, blamed for a high percentage of highway traffic accidents and for increasingly high insurance rates for young drivers, will be buckling down to serious study to erase these two blots when the Ninth Annual National Student Safety Conference opens in Springfield, Mo., Aug. 13.

The 4-day conference, sponsored by the National Commission on Safety Education of the National Education Association will be held on the campus of Southwest Missouri State College, and some 375 high school students are scheduled to attend.

The students are members of the National Student Safety Association (NSSA) and they represent some four million high school students in the nation. President of the group is Robert Wolfe, a senior in Lincoln Southeast High School, Lincoln, Neb.

Although traffic safety may be the most important aspect of the conference, it will not be the only one. Student safety groups work in promoting safety in the home and school, too. Traffic safety activities in the schools may range from

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

practices for elementary schoolchildren and preparing safety news releases for use over the school intercom or to be published in the school and community newspapers.

During the meeting, the students will hear prominent speakers, attend group discussion sessions to review safety programs with their adult sponsors, meet in small groups to compare notes, and hold business sessions and elect new officers.

Mrs. Isabella J. Jones, Executive Director, National Committee For Children and Youth, Washington, D. C., will deliver the keynote address.

Inks Mabary, driver education teacher, Parkview High School, Springfield, is chairman of the Missouri host committee for the Conference, and the Conference chairman is Floyd Parsons, superintendent of schools, Little Rock, Ark. Parsons is also chairman of the National Commission on Safety Education.

Financial sponsors of the student safety program are the American Oil Foundation, Chrysler Corp., Coffee Information Service, Firestone Tire and Rubber Co., and the Ford Fund.

# # #

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Robin Dorr

FOR IMMEDIATE RELEASE

NEA Names Executive Director
To College Faculty Association

WASHINGTON, D. C., July 21--The National Education Association has announced the appointment of Robert W. Miner to the post of executive director of the newly formed National Faculty Association of Community and Junior Colleges.

The NFA/CJC, the first professional membership organization of community and junior college faculties in the nation, was developed in concert with the NEA and the American Association for Higher Education. Both organizations have been concerned for some time with the fact that, although community colleges are increasing in number, little attention has been given to the professional welfare needs of their faculties.

Miner, 33, is a native of Muskegon, Mich., where he attended the County Community College in 1954. He received his B.A. degree in economics and political science and his M.A. degree in education at Western Michigan University. In 1966 he studied at the University of Missouri under a National Science Foundation grant. Prior to joining NEA he taught economics at the Muskegon County Community College.

An educator for 10 years, Miner taught science in three junior high schools in Muskegon. He was a social science teacher at the Muskegon Senior High School where he was also a school administrative assistant and coordinator of a social studies block program for exceptional students. Miner also taught for four years in community colleges in Michigan.

(More)

He has been active in numerous organizations affiliated with education. President of the Muskegon Teachers Club, he was a representative to the Michigan Association of Junior and Community Colleges, and chaired a professional negotiations committee at Muskegon County Community College. He is a member of the NEA, the Michigan Education Association, the Junior and Community College Faculties Association, the American Economics Association, and the Michigan Association for Higher Education. Through his interest in community and national politics he was chairman of a party committee on city consolidation, and was campaign chairman for the representative to the Michigan House of Representatives.

As executive director of the NFA/CJC, Miner will guide the new organization in its efforts to assist faculty members to develop effective negotiation procedures. The organization will develop research information on salaries, fringe benefits, personnel practices, and standards for assignment and teaching load. Membership is open to all teaching and related faculties in public or private community and junior colleges. Membership potential is currently over 50,000 instructional staff members teaching in some 850 institutions, Miner notes, and by 1971 is expected to reach 100,000.

"We intend to develop the kind of program that community college faculties want and need," Miner says. "The new organization is committed to an action program and this will be vigorously pursued. Priority will be given to programs of establishing effective negotiation procedures and improving salaries and working conditions. The association will maintain relationships with both NEA and the American Association for Higher Education but is geared to an independent policy-making approach," Miner observed.

"This is definitely a breakthrough for junior college people," according to NFA/CJC president, Allan G. Stratton of Miami-Dade (Fla.) Junior College. "This

(More)

organization fills a vacuum which has existed in the pattern of professional education associations. The community college faculties will be provided a sense of unity and will have extended to them direct and very necessary services for the first time," he concluded.

Assuring the new organization the full support of the NEA, Sam M. Lambert, who will become NEA executive secretary Aug. 1 said, "This is an exciting venture. Junior college institutions have long needed a voice and an organization of their own. This is it. I invite all junior college instructors in the nation to help make the National Faculty Association a potent force in American education."

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7/21/67

July 1967

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FOR IMMEDIATE RELEASE

NEA Executive Committee Stiffens
National Sanctions on Florida

WASHINGTON, D.C., July 21--The Executive Committee of the National Education Association today voted to stiffen the national sanctions on the State of Florida in effect since June 5.

The NEA, according to Deputy Executive Secretary Lyle W. Ashby, will "immediately" advise the nation's leading corporations, banks, industrial organizations, financial press and their executives of deficiencies in the Florida public school system.

The stiffer sanctions, requested by the Florida Education Association early this week, came in the face of two recent developments according to Ashby: "1) the fact that the 1967 regular and extended session of the Florida legislature has adjourned with no significant improvement in education; and 2) the fact that existing educational services for children were cut by 63 million dollars to finance a totally inadequate teacher's pay raise."

Dr. Ashby noted that the original sanctions invoked by NEA on June 5 had warned that "unless state officials promptly assume positive leadership, the Executive Committee will take further steps concerning the 'deteriorating' Florida school situation."

The June 5 sanctions urged teachers from other states who were not currently under contract to refrain from accepting employment in Florida and declared that "educators who accepted employment in Florida schools would

(more)

be subject to charges of violation of the Code of Ethics of the Education Profession."

The earlier sanctions also censured Florida Governor Claude Kirk and those legislators who support his legislative program on education.

# # #

July 1967

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FOR IMMEDIATE RELEASE

AASA Joins as Friend of the Court
In Hansen Appeal of Wright Decision

WASHINGTON, D.C., July 18--The American Association of School Administrators (AASA) announced today it would file an amicus curiae brief in the appeal to be filed by School Superintendent Carl F. Hansen against the Judge J. Skelly Wright decision on de facto segregation of this city's schools.

Speaking for the Association which represents some 17,000 school superintendents, Executive Secretary Forrest E. Conner declared that the Wright decree "usurps the prerogatives of boards of education and school administrators, is a serious threat to local and state management of schools and...cannot be permitted to stand untested."

Today's action, Conner said, was approved unanimously by AASA's nine-man Executive Committee.

Pointing out that the decision may serve as a precedent in other cities and that it is "wrong and dangerous here in Washington," AASA applauded Superintendent Hansen's decision to appeal and promised him "vigorous" support.

Emphasizing that the AASA has a "proud record" in its concern for and direct action in behalf of minority-group children, the statement declared that the paramount issue in the case "is not race, it is not bussing, it is

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The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

not parks, it is not integration, it is not segregation, it is not Hansen, it is not Hobson." (The reference was to civil rights leader Julius W. Hobson of this city who brought the school suit 18 months ago).

"The overriding issue focusses on what we believe to be intervention by the Court into the legal policy-making and administrative prerogatives of the Congress and of boards of education and their chief executives.

"Of all the institutions created by a free society, the greatest has been the public schools--the essential tool of democracy. This institution is too precious, its history too rich, its contributions too many to be altered significantly by one untested judicial opinion.

"We believe that Superintendent Hansen has a personal right, and a moral and professional responsibility to seek redress of grievances in this case. Any denial of this civil right would chart a new and dangerous direction in our cherished form of government."

(In his decree Judge Wright had held that de facto segregation in Washington, D.C., rooted in housing, is as unconstitutional as would be segregation by law. He ordered school officials to bus pupils from poorer neighborhoods with over-crowded schools to richer neighborhoods where schools have room to spare.)

(In cases where the races must be separated in the public schools, the Judge declared, school boards must make the schools equal in quality and facilities.)

(Washington's so-called "track system"with four tracks which were intended to provide each student an education tailored to his ability was struck down by Judge Wright's decision. He observed that the system was based on aptitude

tests which are geared to white middle-class standards and thus work against disadvantaged students.)

(When the D.C. Board of Education forbade Superintendent Hansen to appeal the decision, he announced on July 3 that he would retire from his post as of July 31. At the same time, he announced his intention of appealing the Wright ruling).

Members of the AASA Executive Committee involved in today's action including the following superintendents of schools: President William H. Curtis of Manchester, Conn.; President-Elect John L. Miller of Great Neck, N.Y.,; Vice-President Paul A. Miller of Cincinnati, Ohio; William E. Bishop of Englewood, Colo.; Harold H. Eibling of Columbus, Ohio; John B. Geissinger of Tenafly, N.J.; John W. Letson of Atlanta, Ga.; Arnold Salisbury of Cedar Rapids, Iowa; and E. C. Stimbert of Memphis, Tenn.

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7/18/67

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FOR IMMEDIATE RELEASE

NEA Appoints Directors To Head
Three-Way School Leadership Project

WASHINGTON, D.C., July 14--The National Education Association has announced appointment of the director and assistant director to head a unique three-way project involving Maryland and Alabama school systems and the NEA's Center for the Study of Instruction.

Dr. Ole Sand, CSI director, announced today that Dr. Robert M. McClure, associate director of CSI, has been reassigned as director for MACSI (Maryland, Alabama, CSI). Also appointed is Gary Griffin, formerly CSI research associate, who will be assistant director for the project.

MACSI is an educational leadership program, begun this month, which will involve the Anniston, Ala., City Schools; the Montgomery County, Md., Public Schools; and NEA's CSI. According to Sand: "This unique center can provide a leadership training institution whose product is not only people who are better equipped to teach in and manage schools for the seventies, but also a tangible product--a plan for specific action in curriculum and instruction."

More than $200,000 is earmarked for the first year of the three-year grant, provided under Title III of the Elementary and Secondary Education Act administered by the U. S. Office of Education.

McClure, who joined the staff of CSI in 1964, attended elementary and secondary schools in San Diego and Los Angeles. He received a B.S. degree in history and English and a master's degree in school administration at the University of Southern California. In 1965 he received his doctorate from the University of

(More)

California at Los Angeles, his major doctoral research being in curriculum and instruction.

His teaching career began in the Los Angeles Public Schools. He later became curriculum supervisor and curriculum director of the Lowell Joint Elementary School district, La Habra, Calif. He was on the staff of UCLA where he served as assistant director of the Ford Program on the Education of Teachers, and as a staff member of the University Elementary School.

In addition to serving as a consultant to school systems, state and national professional associations, and projects funded by the U. S. Office of Education and private foundations, he has prepared numerous papers for professional meetings and authored articles published in professional journals.

McClure has held positions of leadership in the California Association for Supervision and Curriculum Development, the California Teachers Association, and Phi Delta Kappa. He is a life member of the NEA.

Griffin joined NEA in August, 1966. His appointment was made through participation in the Washington Internships in Education and with the cooperation of the Kettering Foundation.

Also educated in California, he received his B.A. and Master of Education degrees at UCLA. He is currently developing a dissertation proposal for his Doctor of Education degree. His primary field of study for the doctorate has been curriculum and instruction, with additional study in comparative education and educational psychology.

In addition to serving on numerous development committees and in-service education projects, Griffin served the Santa Monica, Calif., public schools for 10 years, where he was a demonstration teacher, curriculum writer, and vice principal, and at UCLA where he was supervisor of training.

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Griffin holds membership in Phi Delta Kappa, the NEA, the Association for Supervision and Curriculum Development, the California Teachers Association, the Association for Childhood Education International, the International Reading Association, and the NEA Department of Audiovisual Instruction.

The project staff, in cooperation with the three participating agencies, will be responsible for the accomplishment of the three goals of MACSI--retraining of educational leadership, development of a curriculum plan for the future in Anniston, and dissemination of the findings to a wide audience. An advisory committee, chaired by Dr. Revis Hall, Anniston Superintendent of Schools, will provide guidance to the staff.

Other committee members will be: Dr. Lois Edinger of the University of North Carolina, past president of the NEA and a member of CSI's Advisory Committee; Dr. Homer Elseroad, Superintendent of Schools, Montgomery County; Ralph D. Higginbotham, president of the Anniston City Board of Education; Dr. Truman Pierce, Dean of the School of Education, Auburn University; Dr. Sand; and a member of the Montgomery County Board of Education. Montgomery County schools will provide a "living laboratory" for the experiment.

Cooperating in the project will be the Alabama Education Association, Alabama State Teachers Association, Maryland State Teachers Association, NEA-affiliated education associations in Anniston and Montgomery County, and Auburn University. The Washington office has been established at 1507 M St., N. W., to coordinate the work of the Supplementary Center at the three sites.

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7/14/67

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FOR RELEASE: After 2 P.M.
Tuesday, July 4

Public School Enrollment Increasing
Faster Than Private, NEA Report Shows

MINNEAPOLIS, Minn., July 4--School enrollments have continued to swell, reaching 55.7 million in the public and private schools and colleges last fall, a report of the National Education Association's Committee on School Finance indicates.

The research report, released here today at the 105th annual convention of the NEA, notes that the increase has been proportionately greater in public than in nonpublic schools. Public elementary and secondary school enrollment enlarged 18.5 percent from 1960 to 1966 and private school enrollment increased 13.6 percent. Enrollment in public higher education expanded 90.5 percent during that period, while enrollment in private colleges and universities increased 33.3 percent.

Fastest recent growth has been at each end of the school-attending period: in kindergartens, junior colleges, and colleges and universities, the Committee's fourth annual report, "Financial Status of the Public Schools, 1967," reveals.

Despite increases in school attendance for the overall 5- to 24-year-old group, only slightly increased enrollment in elementary schools lies ahead to 1970, the report states. Classes entering the first grade will be somewhat smaller. This trend reflects declining birth rates, whereas expected increases in kindergarten would result primarily from continued establishment of new kindergarten programs in more communities.

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The teacher shortage grew more critical last year, and "there is little relief ahead unless salary levels are raised dramatically," the Committee report asserts. Slow progress in raising teachers' salaries and providing supporting staff, supplies, and classroom equipment has caused mounting irritation, sometimes expressed through strikes and sanctions of teacher organizations, the report adds.

Schools at all levels were better financed in 1966-67 than in previous years, and the outlook for next year is good, the Committee reports.

"The improvement in school finance," William D. Firman, Committee chairman, says in the foreword, "is largely the result of the public's confidence in education as an excellent investment and of the profession's work for increased school support at all levels of decision-making."

Real problems plagued school financing, nevertheless. Inflation and the economy in federal grants to accommodate the demands of national defense were important considerations. Public resistance to mounting property taxes for schools grew, and many states responded with higher levels of state aid.

Total expenditure for all public and private regular schools and colleges in 1966-67 was 48.2 billion.

Research and demonstration programs in big-city and rural slums were a feature of school financing this past year, the report notes. Much more money is needed for such programs, which aim "to improve the educational opportunity of children and adults who are trapped in the cause and result cycle of low educational attainment and low income."

Among other highlights of the report:

Enrollment in regular public and private schools, kindergarten through college, increased 21.6 percent from 1960 to 1966, and is expected to expand another 7 percent by 1970.

(More)

More than 6.5 million degree and nondegree students were enrolled in colleges and universities in fall 1966.

There were 3.4 million teachers, administrators, and other professional staff in the public and private schools and colleges last fall.

Total full-time and part-time workers in the regular schools at all levels was 5.3 million, up 12.8 percent from a year earlier. They made up 7.2 percent of the civilian work force.

Salaries of public school instructional staff increased 63.3 percent from 1955-56 to 1965-66. Increases for faculty members of public two-year colleges was 52.9 percent during the decade; four-year colleges and universities, 73.2 percent; and nonpublic two-year colleges, 77.3 percent.

Average salaries in universities in the academic year 1966-67 varied from $7,173 for instructors to $15,610 for full professors.

The demand for qualified teachers was greater than a year earlier in all 44 states that responded to a query from NEA.

Fields of greatest teacher shortages cited most frequently by the states were sciences, mathematics, girls' physical education, industrial arts, English, special education, and foreign languages.

Factors affecting the teacher shortage included federal programs in education and related fields, relatively low teacher salaries, opportunities for teachers in business and industry, military service, increased school enrollment, and reduction in class size.

The percentage of elementary teachers lacking bachelor's degrees dropped from 34.1 in 1956 to 12.9 a decade later.

Despite a "strong consensus that a master's degree should be a requirement for teaching at the secondary level," the proportion having advanced degrees dropped

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from 43.7 percent in 1956 to 31.8 percent in 1966. More than 99 percent of the secondary-school teachers in 1966 had bachelor's degrees, however.

The pupil-teacher ratio in elementary schools declined from 30.7 in 1955-56 to 27.2 in 1966-67. At the secondary-school level, it was the same--20.8--at the beginning and end of the decade.

Total expenditures for all public and private regular schools and colleges was 9.3 percent more in 1966-67 than the previous year. This included current expense, capital outlay, and interest.

Over the past 11 years, "school expenditures have been increasing at a rate 50 percent higher than the increase registered for the whole economy."

The federal share of school revenue increased from 3.8 percent in 1964-65 to 8 percent in 1966-67. The state share increased slightly to 39.9 percent, while the local share declined to 52.1 percent.

The report was prepared by the NEA Research Division under the direction of Jean M. Flanigan, assistant Division director and NEA contact for the Committee on Educational Finance.

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7/4/67

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FOR RELEASE: Monday PM's
July 3, 1967

NEA Legislative Commission Proposes
$5 Billion Federal Aid Program

MINNEAPOLIS, Minn., July 3--The Legislative Commission of the National Education Association today proposed a broad program of federal support to education that would put $5 billion into the Nation's classrooms in 1970. The announcement was made in connection with the NEA's 105th annual convention here.

Commission Chairman William H. Hebert, executive secretary, Massachusetts Teachers Association, explained that under this plan, the Federal Government would return to the states a portion of personal income taxes for the operating expenses of public schools. The amount during the first year of operation (1968-69) would be $50 per school-age child. This would amount to $1500 per classroom, and would cost about $2.5 billion, approximately three percent of income tax collections.

For 1969-70, Mr. Hebert said, the amount of aid per school-age child would be $100, or $3000 per classroom, accounting for approximately six percent of federal income tax collections--a total of $5 billion.

"This program," Mr. Hebert said, "would complement but not supplant current federal aid programs. The major impact of the proposed legislation would be to substantially increase teachers' salaries, reduce class size, provide additional teachers and teachers' aides, and in general upgrade the quality of education in our schools."

(More)

The Commission's proposed legislation would take effect in 1968, assuming that funds currently being spent on the war in Vietnam were available. Mr. Hebert said that the opportunity of absorbing a portion of federal expenditures for Vietnam in subsequent years would "combine the dual benefits of increasing the federal investment in education and taking up the slack in the economy."

The Federal Government currently provides about eight percent of the cost of public school operation through a wide variety of specific, categorical aids. The Legislative Commission's proposal would give states maximum authority to determine priorities in spending the general-aid funds.

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7/3/67

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Howard Carroll

June 30, 1967

FOR IMMEDIATE RELEASE

Florida School Crisis To Receive
National Spotlight At NEA Parley

WASHINGTON, D. C.--The Florida school crisis will receive national attention during the annual convention of the one-million member National Education Association in Minneapolis, July 2-7.

Dr. Cecil J. Hannan, a leading NEA official on sanctions, will give a report on his four-day visit to major Florida cities (June 25-28) to the Association's Executive Committee.

Hannan, who met with Gov. Claude Kirk, state legislators, business and community leaders, said he plans to be back in the state after the NEA convention to continue talks with key Florida leaders in an effort to help resolve the impasse.

Hannan met with leaders in Tallahassee, Miami and Tampa and plans to make further trips to Jacksonville and Orlando and possibly other Florida cities.

The NEA official, who is assistant executive secretary for professional development and welfare, made these major points in his swing through Florida cities:

- That the school crisis is on a "collision course" and the condition will worsen unless the leadership is provided by the governor to bring about a solution.
- That the governor does not yet see how serious the school crisis is and how deeply it can affect Florida.
- That many state legislators, business and community leaders indicate deep concern and expressed a willingness to help settle the issue.
- That NEA will probably escalate national sanctions and impose an economic sanction on the state.

(More)

- That Florida is a "tax haven" and can well afford to provide the additional funds sought to improve the state's public educational system.

In its sanctions action, the NEA urged teachers in Florida and other states who are not currently under contract in Florida to refrain from accepting employment in the state "until the Governor and Legislature provide substantial additional financial support for education," and warned that teachers who do will be subject to charges of the code of ethics of the teaching profession. Such violations could result in censure, suspension or expulsion from the Association.

NEA sanctions were imposed at the request of the 50,000-member Florida Education Association which also has applied sanctions against the state.

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6/30/67

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FOR IMMEDIATE RELEASE

Distinguished Arizona Educator Joins
NEA Center for Study of Instruction

Washington, D. C., June 28--The National Education Association today announced the appointment of Mrs. Evelyn Carswell as program specialist with the Center for the Study of Instruction beginning August 14. A distinguished educator, Mrs. Carswell was formerly a principal in the Amphitheater School District in Tucson, Arizona.

She has been described as an "efficient administrator and an articulate spokesman for individual education," by Eugene R. Howard, Director of Innovation Dissemination of the Institute for Development of Educational Activities, who goes on to say, "She is one of the most highly motivated professional educators I know."

Her outstanding career in education began before she received a B. S. degree from Northern Arizona University in 1953. She taught for eight years in the Amphitheater Public Schools before becoming principal of the Lulu Walker Elementary School in Tucson, in 1960. Three years later she received her M. S. degree from Northern Arizona University. She expects to receive her Ed. D. from the University of Arizona this year, with a major in elementary education.

It was during her four years as principal at Walker that Mrs. Carswell's imagination, enthusiasm, and professional superiority were demonstrated. In recommending her for the position at NEA, James L. Olivero, assistant secretary of the National Commission on Teacher Education and Professional Standards, said this about her:

(More)

"There is no question in my mind that Evelyn Carswell is one of the bright spots in the elementary schools in America. Her leadership at the Walker School has been recognized as the important motivating influence that has helped put the school on the educational map of America. Walker School is synonomous with innovation in elementary curricular studies."

Largely through her efforts the Lulu Walker School was able to provide a climate in which personalization is the keynote, teachers are better able to use their time and talent, instructional clerks assist in the learning process, and each day there is a new schedule. During the four years that Mrs. Carswell was principal there, the school was honored as a model school for the NEA's Time to Teach Project. It was one of the original 12 Kettering IDEA Demonstration Schools, as well as one of the earliest NCTEPS Demonstration Schools.

During the July 2-7 NEA convention to be held at Minneapolis, Minn., this year, the Walker School will receive the 1967 NEA Pacemaker Award for Arizona. The annual Pacemaker Awards, a joint NEA-Parade Magazine project, honors schools or school systems that are leading the way to educational improvement with emphasis on local initiative, creativity, and quality education.

Mrs. Carswell, who is the author of numerous books and magazine articles on education, will contribute valuable experience to the efforts of the Center for the Study of Instruction whose primary purpose is to "bring together the world of scholarship and the world of decision," according to its director, Ole Sand.

"Our aim," he said, "is to magnify the 'E' in NEA. CSI continues to address its talents to basic educational issues of today and tomorrow. Its publications and other activities hopefully contribute to a continuing dialogue among educators and laymen. We are confident that Mrs. Carswell will contribute greatly to the interests of CSI in developing pharmacies of tested educational alternatives."

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June 16, 1967

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FOR IMMEDIATE RELEASE

NEA Recognizes New Organization
To Serve Junior College Faculties

WASHINGTON, D.C., June 16--The first professional membership organization of community and junior college faculties in the nation will be formally recognized by the National Education Association at its 105th convention in Minneapolis, Minn., July 2-7.

The new National Faculty Association of Community and Junior Colleges, was developed in concert with the NEA and the Association for Higher Education. Both organizations have been concerned for some time with the fact that, although community colleges are increasing in number, little attention has been given to the professional welfare needs of their faculties.

"This is an exciting venture," said Dr. Sam M. Lambert, NEA executive secretary-elect. "Junior college institutions have long needed a voice and an organization of their own. This is it. Be assured that you have full support and encouragement from the NEA. I invite all junior college instructors in the nation to help make the National Faculty Association a potent force in American education," Lambert added.

The new association is the result of a two-year study by many of the nation's outstanding educators. Robert W. Miner of Muskegon (Mich.) County Community College is staff liaison officer. Allan G. Stratton of Miami-Dade (Fla.) Junior College was named president for the next year.

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"This is definitely a breakthrough for junior college people," Stratton observed. "This organization fills a vacuum which has existed in the pattern of professional education associations. The community college faculties will be provided a sense of unity and will have extended to them direct and very necessary services for the first time," he concluded.

The organization will provide services to local faculty by:

- Assisting them in developing effective negotiation procedures.
- Developing research information about salaries, fringe benefits, personnel practices, standards for assignment and teaching load, and legislative and negotiation developments.
- Building effective local, state, and national pressure for proper recognition of junior colleges in the structure of publicly supported education.
- Advancing the faculty viewpoint about issues facing junior colleges.

Membership in the NFA/CJC is open to all teaching and related faculties in public or private community and junior colleges. Membership in AHE will be a prerequisite. The membership potential is currently over 50,000 instructional staff members teaching in some 850 institutions, and by 1971 is expected to reach 100,000.

The control of the organization and development of policy rests with a delegate assembly. Implementation of policy is vested in an 11-member board of directors. An executive director and other necessary staff will be selected later. In addition to the naming of Stratton as first national president, interim officers have been named to serve for a year on the board of directors. They are: Nelson Burton, Massachusetts Bay Community College, Watertown, Mass.; Lawrence Easter, Clark Community College, Vancouver, Wash.; James Findley, Mount San Antonio College,

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Walnut, Calif.; John Peterson, Cabrillo College, Aptos, Calif.; Norbert Schommer, Wilbur Wright College, Chicago, Ill.; and Robert A. Whiting, Jackson Community College, Jackson, Mich.

Formal recognition of the new association will be given by NEA president Dr. Irvamae Applegate during a business session of the NEA convention.

# # #

6/16/67

June 14, 1967

NEWS from the National Education Association
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6/14/67

FOR IMMEDIATE RELEASE

NEA To Team With Alabama, Maryland
School Systems in Leadership Project

WASHINGTON, D. C.--A school program fashioned for the 1970's will be a major goal of an unusual three-way project beginning July 1 in Alabama, Maryland, and here in Washington, the National Education Association has announced.

The educational leadership training program will concurrently involve the Anniston, Ala., City Schools; Montgomery County, Md., Public Schools; and the NEA's Center for the Study of Instruction (CSI). The joint effort is illustrated in the name of the project--MACSI--which combines the first letters of the names of the three participating agencies.

Ole Sand, CSI director, said the project, a Supplementary Center for Curriculum and Instruction, will attempt to "bridge the gap between theory and practice."

"This unique Center," Sand observed, "can provide a leadership training institution whose product is not only people who are better equipped to teach in and manage schools for the seventies, but also a tangible product--a plan for specific action in curriculum and instruction."

More than $200,000 is earmarked for the first year of the three-year grant, provided under the Elementary and Secondary Education Act administered by the U.S. Office of Education.

In announcing this and other new Title III grants recently, Nolan Estes, Associate Commissioner of Education, said:

(More)

"The wide range of innovative programs among the group of projects we have just approved indicates that this program (Title III) has caught the imagination and enlisted the zeal of some of the most dynamic and creative individuals in America's public school system."

For the MACSI project, an advisory committee chaired by Dr. Revis Hall, Anniston Superintendent of Schools, will provide guidance to the staff.

Other committee members will be: Dr. Lois Edinger of the University of North Carolina, past president of the NEA and a member of CSI's Advisory Committee; Dr. Homer Elseroad, Superintendent of Schools, Montgomery County; Ralph D. Higginbotham, president of the Anniston City Board of Education; Dr. Truman Pierce, Dean of the School of Education, Auburn University; Dr. Sand; and a member of the Montgomery County Board of Education.

CSI, in addition to providing much of the theoretical material for this work, will be chiefly responsible for disseminating the findings to a wide audience. The CSI national network of consultant teams will also assist in the Supplementary Center project.

Montgomery County schools will provide a "living laboratory" for the experiment.

Cooperating in the project will be the Alabama Education Association, Alabama State Teachers Association, Maryland State Teachers Association, NEA-affiliated education associations in Anniston and Montgomery County, and Auburn University.

Two staff members of the Anniston schools will work full-time with Montgomery County and CSI and six part-time participant-observers from Anniston will spend 20 days in Washington during the first year. In addition, a 35-member curriculum council in Anniston will be partially released from regular assignments in order to interpret and adapt project findings to the particular demands of the Anniston City Schools.

Announcement of full-time staff members for the Supplementary Center will be made in late June. A Washington office will be established at 1507 M St., N.W., to coordinate the work of the Supplementary Center at the three sites.

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6/14/67

FOR IMMEDIATE RELEASE

Pennsylvania, Illinois, Art Directors Assume Top Posts
Of National Art Education Group, July 1

WASHINGTON, D. C.--Miss Ruth Ebken, director of art in Pittsburgh, Pa., today assumes the presidency of the National Art Education Association, a department of the National Education Association, succeeding Ralph G. Beelke, head of the Department of Art and Design at Purdue University, Lafayette, Ind.

William Bealmer, assistant superintendent and state supervisor of art education, Springfield, Ill., is the new president-elect of the Association and will become NAEA president on July 1, 1968.

Miss Ebken has served this past year as president-elect of the 7,500-member NAEA and comes to her new position with a full background in Association activities. She has served as a member of the NAEA Council, as chairman of the Association's International School Art Program, as editor of the Art Education Bulletin, and has served on numerous committees.

She also has been president and vice-president of the Eastern Arts Education Association and a member of the EAEA Council. Other professional activities include serving as vice-president of the National Council of Administrative Women in Education.

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

Miss Ebken earned her bachelor's degree in Fine Arts and her master's in Fine Arts from the College of Fine Arts, Carnegie Institute of Technology. In addition, she has participated in seven summer study-travel programs with the International School of Art in Mexico, Guatamala, Europe and North Africa, South America, Scandinavia and Egypt. She also has traveled in Cuba, Puerto Rico, Virgin Islands, Bermuda, Canada, and the Maritime Provinces.

The new NAEA president has taught at the College of Fine Arts at her alma mater, CIT, in the School of Education at the University of Pittsburgh, and at Pennsylvania State University.

Bealmer, as new NAEA president-elect, also brings a wealth of experience to his new post. He was graduated from Northeast Missouri State Teachers College in Kirksville; earned his M.A. from the University of Colorado at Boulder, and has done additional work at the Institute of Design, Chicago; Des Moines Art Center, Iowa; and at the University of Iowa at Iowa City.

He has been chairman of the State Directors of Art Education for the NAEA, a member of the following NAEA commissions and committees: Commission on Teacher Education, Committee on Art Standards, Constitution Revision Committee, Planning Committee for the National Conference on Curriculum Change and Innovation sponsored by NAEA and the U. S. Office of Education.

Bealmer's professional affiliations include the Committee on Art Education, International Society for Education Through Art, National Education Association, and the American Craftsman Council.

He has contributed articles to such professional publications as School Arts Magazine, and Arts and Activities Magazine. He has edited various articles, including "Directions in Art Education," "Children Learn and Grow Through Art Experiences" for the State of Illinois Art Guide, and numerous others.

6/14/67

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FOR RELEASE: P.M. Papers, Friday
June 9, 1967

NEA-OEO Projects on Teaching the Disadvantaged
To Proceed In Job Corps Centers, School Districts

WASHINGTON, D. C., June 9--A cross-fertilization of techniques for teaching underprivileged youth, a cooperative endeavor of public schools and the federal Job Corps, will enter a two-way phase this summer, the National Education Association announced today.

More than a million dollars has been granted by the Office of Economic Opportunity for the two related NEA-OEO projects this coming school year. Both projects--a new one and the last half of a two-year one--will end in October 1968.

School soon will be out for 21 public school teachers--participants in the two-year Project Interchange--who have been staff members this school year in four Job Corps training centers. They will return to their home school districts to begin "plowing back" ideas and information they gained.

At about the same time, 50 other public school teachers will report to Job Corps centers to help handle basic and vocational education and counseling, much as the Project Interchange teachers did.

This new one-year project--it omits a second year of service in the home school systems--was born out of the initial success of Project Interchange, according to Project Director Robert A. Luke, head of the NEA Adult Education Service Division. Nearly three-fourths million dollars has been tagged for this project.

"Deprived youth are the real winners from these undertakings," Luke commented. "The whole teaching-learning climate at the Job Corps centers can get a lift from these visiting teachers, who are likely to be brimming with enthusiasm for their new and challenging assignments. Later, dropouts and potential dropouts back home can profit from the new insights, philosophies, and approaches the teachers have acquired."

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A local version of a Job Corps center, to serve high school dropouts and underachievers, is one of the "back home" projects planned for the coming school year.

Project Interchange went into gear last summer when six teachers from Detroit reported for teaching and counseling assignments at Liberty Park Job Corps center near Ellis Island, N.J.; six from Seattle joined the Job Corps staff at Marsing, Idaho; six from Simi Valley, Calif., began work at the Las Vegas, N. Mex., center; and three from Washington, D. C., went to the Laona, Wis., center.

OEO provided $411,000 for the 1966-67 phase of Project Interchange, which is jointly funded by OEO's Job Corps and Community Action Program and administered by NEA. The teachers--20 men and 1 woman--have retained all fringe benefits, and have remained on the local school payroll, but their school districts have been reimbursed from grant funds through NEA.

At the centers last summer the teachers were given brief but intense orientation. Then they began to teach, assured that experimentation was in order.

They also began to learn, Thomas P. Anderson, project coordinator, emphasizes. Anderson, a staff member of the NEA Adult Education Service Division, noted that the teachers have broadened their experience by being in an instructional setting quite different from the usual classroom.

Small classes, extensive use of programed materials, emphasis on "world-of-work" courses, and close relationship of academic studies to immediate vocational goals are characteristics of Job Corps centers, Anderson explained. The fact that students live at the centers is another influencing factor, he added.

These public school teachers, the project coordinator declared, have both the attitude and the background to profit from this new teaching adventure. An informal survey of 20 of them indicated an average of more than eight years' teaching experience and a bachelor's degree plus considerable graduate work. They compared favorably with a group of regular Job Corps teachers both in previous voluntary service with the underprivileged and in trade experience. Each group averaged 35 years of age.

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In preparation for the second year of Project Interchange, school superintendents or other staff members recently visited the centers and made plans for 1967-68 with the teaching team from their school.

A $372,000 OEO grant will provide salary reimbursement for the local districts this coming year. This will permit the Project Interchange teachers to spend all year putting into practice in their home cities what they learned at the centers, rather than return to regular classroom assignments.

The teams may help in consultation, curriculum revision, selection and preparation of instructional materials, in-service training, seminars and conferences, student job placement, and other projects and activities, all toward the goal of better education of the disadvantaged.

Major specific approaches have also been tentatively planned by the four school systems.

In Seattle, a modified Job Corps program for high school dropouts and potential ones is shaping up. The pilot school, quartered in a Boys' Club, will strive to motivate culturally deprived youth to continue their education. Job Corps programed materials will be used. Part-time employment will supplement the educational-vocational curriculum. Reports on new ideas and methods that score a success will be passed along to other schools.

Simi Valley will emphasize spotting potential dropouts early--in elementary and junior high schools. The teaching team will try to uncover in these pupils the causes of school failure. The teachers will then reshape or fashion new teaching procedures that will tie the school programs more closely to the world of these hard-to-reach pupils.

In the District of Columbia, adult education will be stressed. Teachers will conduct or supervise classes in functional reading, writing, and arithmetic, leading to the elementary school certificate or its equivalent. Academic refresher courses will qualify adults for the equivalent of the high school diploma.

(More)

Detroit's team of teachers will be "floating" trouble-shooters. Singly or in groups they will be deployed to different schools having the most urgent need for their skills in working with the educationally disadvantaged.

This fall the NEA project office will conduct a seminar for the 21 Project Interchange teachers and appropriate administrative personnel. The group will discuss ways to get far-reaching impact out of the experiences of the Job Corps participants, as through educational conferences and articles in periodicals. They will also consider possible contributions of colleges and universities to the development of training programs for teachers of the disadvantaged.

Recruitment of the 50 teachers for Job Corps teaching and counseling assignments under the new 1967-68 project is underway. Either two or three teachers from a district are desired, Anderson said. This will permit team reinforcement benefits, yet will distribute the influence of the project among more districts than in 1966-67.

NEA*SEARCH, a computerized staffing system, is aiding in the recruitment. Applicants who indicated interest in the education of the underprivileged are being identified.

Although without a catchy title, the one-year project is essentially a repeat of the first half of Project Interchange. As in that project, school districts will be reimbursed for the teachers' salaries, which will be adjusted to reflect 12 to 14 months of actual work at the Job Corps centers. Total grant for this project is $733,000.

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6/9/67

June 5, 1967

NEWS from the National Education Association
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FOR IMMEDIATE RELEASE

NEA Supports Florida Teachers
By Invoking National Sanctions

WASHINGTON, D. C., June 5--The National Education Association (NEA), the nation's largest professional organization, today imposed national sanctions on Florida and warned that further action will be taken unless "deteriorating" conditions in the state's public school system receive prompt attention.

The NEA Executive Committee, in taking the action, censured Florida Gov. Claude Kirk and "those legislators" who support his legislative program on education.

The one million-plus association of professional educators urges teachers from other states who are not currently under contract to refrain from accepting employment in Florida "until the Governor and Legislature provide substantial additional financial support for education."

Said the NEA Executive Committee: "Educators who accept employment in Florida schools will be subject to charges of violation of the Code of Ethics of the Education Profession."

The action on national sanctions came after a request by the 50,000-member Florida Education Association (FEA), which described the state's school system as "financially starved."

FEA, in separate actions, invoked statewide sanctions on May 24 and June 3.

The NEA Executive Committee reported that conditions found in a 1965-66 NEA investigative report of educational conditions in Florida have "deteriorated."

"Unless state officials promptly assume positive leadership, the Executive Committee will take further steps concerning the Florida situation," said the NEA statement.

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Gov. Kirk, who is opposed to any new taxes in the state, proposed a cut of $119 million from state spending programs, most of which would come from education. He offered teachers an additional $85 million in salaries over a two-year period instead of the $300 million salary request made by the FEA. The governor also suggested slashing $66.4 million from the junior colleges, kindergartens, library and exceptional child programs.

The Florida Legislature, ending its regular business last Friday, has extended the session for an additional 30 days.

The NEA sanctions are similar to some of those FEA imposed on Florida.

In addition, the FEA included these sanctions:

- National notice to business and industry describing the conditions in the state that resulted in sanctions.
- State circulated notice that individuals not presently employed in Florida schools who accept employment will be subject to charges of unethical conduct.

The Florida school crisis dates back many years. In March 1966, a special study committee of NEA's Professional Rights and Responsibilities Commission recommended that Florida revamp its educational finance and power structure from top to bottom. The investigation was made at the request of the FEA and was titled "Florida: A Study of Political Atmosphere as it Affects Public Education."

At that time, the special investigative committee listed many major deficiencies in the state's school system. Among some of them, as cited in the NEA report, were:

- Growing teacher shortage.
- A measurable differential between predominantly-white and predominantly-Negro schools.
- Inadequate professional salaries.
- Too few kindergartens.
- Too many small schools.
- Too few remedial classes and industrial arts or vocational courses.
- Too much dependence on out-of-state teachers to fill Florida's needs (five out of six teachers in the state come in from the outside).

(More)

An assessment of Florida school conditions was made last week by Dr. Dana F. Swick, superintendent of schools in Kingsport, Tenn., and chairman of NEA's special task force which conducted the Florida investigation.

Findings in the NEA report resulted in the FEA imposing a statewide "sanctions alert." This action warned that sanctions would be invoked unless the state's education picture improved.

Florida marks the third state in which NEA has applied national sanctions; the other two being Utah in 1964; and Oklahoma in 1965. National sanctions brought about marked educational improvements in both states.

In Utah, the NEA lifted sanctions after the State Legislature provided a $25 million increase for Utah's schools over the next two years. In Oklahoma, national sanctions were taken off after the Legislature approved a record $28.7 million for schools and the overwhelming vote of the citizens of Oklahoma in support of permissive legislation enabling local school districts to increase school taxes by as much as $30 million.

# # #

6/5/67

June 5, 1967

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June 5, 1967

STATEMENT ON NEA SANCTIONS

The Executive Committee of the National Education Association has been notified by the NEA Commission on Professional Rights and Responsibilities that the climate for public education in Florida has deteriorated since the Commission made its study in 1965. In view of this situation, the NEA Executive Committee invokes these national sanctions:

1. Censures the Governor of the State of Florida and those legislators who support his program as it applies to schools.

2. Requests members of the teaching profession not currently under contract to teach in Florida to refrain from seeking employment in the public schools of Florida until the Governor and the legislature provide substantial additional financial support for education. Educators who accept employment in the Florida schools will be subject to charges of violation of the Code of Ethics of the Education Profession.

Unless state officials promptly assume positive leadership, the Executive Committee will take further steps concerning the Florida situation.

# # #

June 3, 1967

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FOR RELEASE: 6 p.m., Saturday
June 3, 1967

NEA Leader Urges School-Community Effort
In Providing Summer Youth Opportunities

WASHINGTON, D. C., June 3--The executive secretary of the National Education Association today appealed to school officials, teachers, parents, and community leaders in the country's more than 21,000 public school districts to search for ways to make "summer '67" a profitable one for youth.

"Every young person who keeps busy doing things that are interesting and worthwhile is 'gainfully employed,' regardless of whether he earns a cent," said Dr. William G. Carr, who heads the one-million member organization of educators. "Both the youth and the community gain. But if he roams the streets and perhaps gets into trouble, or idles away precious hours in unrewarding, 'kill-time' activities, the loss is his and ours."

Dr. Carr emphasized, however, that there are many underprivileged high school youth who desperately need to earn money this summer, not merely fill time. He urged local business, industrial, and government officials to reexamine employment possibilities for such youth who do not yet have summer jobs lined up.

The NEA official enthusiastically endorsed the recent appeal of Vice President Humphrey for communities to keep their schools open during the summer if possible. The suggestion of the Vice President, who is chairman of the President's Council on Youth Opportunity, came in a talk to leaders of some 40 recreation, welfare, church, school, and other organizations with an interest in youth, including the NEA. The luncheon meeting, following a press conference in the Senate auditorium, provided cooperative organizational planning for a "Summer 1967 Program."

(More)

"Regrettably, many of our school buildings are closed during the long summer months, their playground gates locked, and their swings and other equipment stored away," Dr. Carr said, referring to the Vice President's comment. "Money to pay adult supervisors and operate equipment often is hard to find. But the rewards from providing a truly year-round educational service to children and youth can be tremendous."

Dr. Carr noted with approval that many summer school programs have added courses and activities to "widen youngsters' horizons," thus reaching beyond the important traditional role of providing make-up, remedial, and acceleration courses.

An NEA survey report this spring, the NEA executive said, stated that "with the enlargement of offerings to allow enrichment for all students" rather than just remedial work for selected ones, "summer school has begun to assume new respectability."

Enrichment and nonacademic subjects and projects frequently found in the expanded summer programs include: creative art; creative writing; music; dramatic productions and talent shows; handicraft; exploration in science, math, and foreign languages; directed play; day camping; athletics and physical fitness; driver education; personal typing; vocational subjects; and field trips.

Dr. Carr pointed out that good summer school programs, valuable as they are, can only be a partial answer to filling the summer void profitably. Elementary school summer programs normally continue only six weeks, and those in high schools, seldom more than eight weeks.

"That still leaves a lot of summer for mischief--or for fun and profit," Dr. Carr said, "depending largely on the opportunities we provide."

Some financial support for local summer programs for youth may be forthcoming from the federal level. Congress has approved and sent to the White House a supplemental appropriation of $75 million to provide funds this summer for job training, playgrounds, swimming pools, and education programs in the large cities.

# # #

6/3/67

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Lyle R. Hamilton

FOR IMMEDIATE RELEASE

Milwaukee, Kenosha Teachers
Choose Education Associations

Washington, D. C., June 2--Teachers in Milwaukee and Kenosha, Wisc., yesterday chose local education associations, affiliates of the National Education Association, to represent them as official spokesmen before their boards of Education.

In both elections, the education associations won over local affiliates of the American Federation of Teachers.

Milwaukee teachers voted 2,258 to 1,477 to have the Milwaukee Teachers Education Association represent them. The education association increased its margin of victory since the last election was held in 1964.

In Kenosha, the education association won by an even larger margin, 458 to 271. In 1965, the Kenosha Education Association won over the union by a 364 to 309 vote.

The victories for the education associations follow election wins in Rockford and Springfield, Ill., and Schenectady, N. Y. All elections have been held within the last month.

At the same time, it was announced that a teacher representation election will be held in Baltimore, Md., on June 16 between the Baltimore Public School Teachers Association, an NEA affiliate, and the local AFT chapter.

# # #

6/2/67

June 1, 1957

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Mel Hayes

FOR P.M. RELEASE
Thursday, June 1, 1967

Guidelines on Daytime Child Care Issued
By Nine National Organizations

WASHINGTON, D. C. -- While their mother works, Jamie and his younger brother, Ralph, stay home alone or run around the neighborhood.

As Susie's mother goes to the factory, she leaves the little girl with a relative. But Susie isn't cared for very well. The relative, submerged in her own responsibilities and interests, keeps the girl "just cause I feel I've got to."

Ronnie and Pamela stay at a day care center while their mother is at the office each day. They are mostly on their own, though, for the grossly understaffed center lacks an organized educational or recreational program. The center is deplorably ill equipped. Even worse, it is in a ramshackle building that is a fire hazard.

With the urgent needs of America's millions of deprived children like these in mind--children whose mothers are part of the large and increasing group of mothers who work--representatives of nine national organizations have jointly erected some guideposts for better daytime programs for preschool children.

The programs are not intended just for these neglected children, however. They also include those boys and girls who get adequate daytime "care" but who do not reap the benefits of a program that would fill their educational, health,and welfare needs.

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

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The guidelines, released today, are significant as the first concerted effort by several national organizations to define the common elements in a variety of good daytime programs, according to Ethel M. Thompson, consultant for elementary education, National Education Association, and spokesman for the group. Even though they do not contain any sweeping new proposals, she added, they are an extremely important step toward a cooperative, mutually beneficial approach to solving a great modern social problem.

This blueprint, "Daytime Programs for Children," was developed by representatives of the: American Association of University Women, Association of Childhood Education International, National Association for the Education of Young Children, National Committee on Children and Youth, National Committee for the Day Care of Children, National Committee for Support of the Public Schools, National Congress of Parents and Teachers, NEA, and the NEA's Department of Elementary-Kindergarten-Nursery Education (EKNE).

"Top-notch daytime services should be a family birthright, so that mothers who wish to or need to work may do so without penalizing their youngsters," said Dr. Thompson.

Many have been unable to claim the birthright, though. A 1965 Census Bureau survey of children of working mothers disclosed that only 2 per cent of them were in group care, such as in day care centers, nursery schools, and after-school centers.

"Children of poverty especially need help to break out of the cycle of inadequate education, low occupational skill, and low pay," Dr. Thompson said.

The outlook is not all bleak, though, the educator emphasized. For example, development of better programs throughout the nation is expected to receive impetus June 1 when some 150 key people meet in an invitational conference on "Working Women and Day Care Needs." A panel on innovations in the field of daytime programs will be

(More)

one feature of the workshop conference, which will be held in Washington's Interpartmental Auditorium on Constitution Ave. Co-sponsors are the Women's Bureau of the Department of Labor and the nine organizations that developed the guidelines.

In noting other signs of progress, Dr. Thompson called attention to a revolutionary proposal of the NEA's Educational Policies Commission last year. It recommended that the starting age for school be dropped from age six to four.

"Postponement of an educational contribution by society until children reach the age of six--widely accepted as the normal age for beginning school--generally limits the flowering of their potential," said the Commission.

EPC recommended that the federal government provide general suppport for early schooling and urged all levels of government to cooperate in obtaining the funds to be administered as an integral part of public education. It called attention to the fact that disadvantaged children are in the greatest need of early schooling because of their deficient cultural background.

Head Start programs represent a promising development in the preschool field, Dr. Thompson continued. To date, more than 1.4 million children have been enrolled.

"States are moving forward rapidly," Dr. Thompson said, "to implement the recent emphasis on adequate day care services."

The NEA specialist pointed out that half of the states are providing financial aid for kindergarten. Citizen groups in the other states are actively promoting kindergarten education.

All states and territories except five have licensing of day care facilities. Seventeen states have plans for legislation either providing for or improving licensing procedures.

# # #

6/1/67

NEWS from the National Education Association
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DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

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FOR P.M. RELEASE
Thursday, June 1, 1967

Guidelines on Daytime Child Care Issued By Nine National Organizations

WASHINGTON, D. C. -- While their mother works, Jamie and his younger brother, Ralph, stay home alone or run around the neighborhood.

As Susie's mother goes to the factory, she leaves the little girl with a relative. But Susie isn't cared for very well. The relative, submerged in her own responsibilities and interests, keeps the girl "just cause I feel I've got to."

Ronnie and Pamela stay at a day care center while their mother is at the office each day. They are mostly on their own, though, for the grossly understaffed center lacks an organized educational or recreational program. The center is deplorably ill equipped. Even worse, it is in a ramshackle building that is a fire hazard.

With the urgent needs of America's millions of deprived children like these in mind--children whose mothers are part of the large and increasing group of mothers who work--representatives of nine national organizations have jointly erected some guideposts for better daytime programs for preschool children.

The programs are not intended just for these neglected children, however. They also include those boys and girls who get adequate daytime "care" but who do not reap the benefits of a program that would fill their educational, health,and welfare needs.

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Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

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The guidelines, released today, are significant as the first concerted effort by several national organizations to define the common elements in a variety of good daytime programs, according to Ethel M. Thompson, consultant for elementary education, National Education Association, and spokesman for the group. Even though they do not contain any sweeping new proposals, she added, they are an extremely important step toward a cooperative, mutually beneficial approach to solving a great modern social problem.

This blueprint, "Daytime Programs for Children," was developed by representatives of the: American Association of University Women, Association of Childhood Education International, National Association for the Education of Young Children, National Committee on Children and Youth, National Committee for the Day Care of Children, National Committee for Support of the Public Schools, National Congress of Parents and Teachers, NEA, and the NEA's Department of Elementary-Kindergarten-Nursery Education (EKNE).

"Top-notch daytime services should be a family birthright, so that mothers who wish to or need to work may do so without penalizing their youngsters," said Dr. Thompson.

Many have been unable to claim the birthright, though. A 1965 Census Bureau survey of children of working mothers disclosed that only 2 per cent of them were in group care, such as in day care centers, nursery schools, and after-school centers.

"Children of poverty especially need help to break out of the cycle of inadequate education, low occupational skill, and low pay," Dr. Thompson said.

The outlook is not all bleak, though, the educator emphasized. For example, development of better programs throughout the nation is expected to receive impetus June 1 when some 150 key people meet in an invitational conference on "Working Women and Day Care Needs." A panel on innovations in the field of daytime programs will be

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one feature of the workshop conference, which will be held in Washington's Interpartmental Auditorium on Constitution Ave. Co-sponsors are the Women's Bureau of the Department of Labor and the nine organizations that developed the guidelines.

In noting other signs of progress, Dr. Thompson called attention to a revolutionary proposal of the NEA's Educational Policies Commission last year. It recommended that the starting age for school be dropped from age six to four.

"Postponement of an educational contribution by society until children reach the age of six--widely accepted as the normal age for beginning school--generally limits the flowering of their potential," said the Commission.

EPC recommended that the federal government provide general suppport for early schooling and urged all levels of government to cooperate in obtaining the funds to be administered as an integral part of public education. It called attention to the fact that disadvantaged children are in the greatest need of early schooling because of their deficient cultural background.

Head Start programs represent a promising development in the preschool field, Dr. Thompson continued. To date, more than 1.4 million children have been enrolled.

"States are moving forward rapidly," Dr. Thompson said, "to implement the recent emphasis on adequate day care services."

The NEA specialist pointed out that half of the states are providing financial aid for kindergarten. Citizen groups in the other states are actively promoting kindergarten education.

All states and territories except five have licensing of day care facilities. Seventeen states have plans for legislation either providing for or improving licensing procedures.

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6/1/67

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6/1/67

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FOR IMMEDIATE RELEASE

NEA Leads AFT 30-to-1
As Negotiating Agent

WASHINGTON, D. C.--More than 30 times as many school systems have professional education associations representing them before school boards as have teacher unions in that exclusive role, according to preliminary returns from a new survey by the National Education Association's Research Division.

In 1,179 systems, local units affiliated with the NEA or its state education associations are the recognized negotiating agents. These are 93.4 per cent of the 1,262 responding systems whose negotiation procedures call for recognition of a single employee organization to represent teachers. More than three-fourths of all teachers in systems with such procedures are in the 1,179 districts.

Thirty-five systems, or 2.8 per cent, recognize unions associated with the American Federation of Teachers, AFL-CIO, for the negotiating role. Independent groups and combinations of different nationally affiliated groups are recognized in 48 systems, or 3.8 per cent.

In most cases, an NEA local or an AFT local is designated as exclusive negotiating agent on the basis of preponderance of membership, recognition by the school board, or through secret-ballot elections.

"Written procedures for negotiation between staff and school boards is a development that has been sweeping the nation," says Glen Robinson, NEA Research Division director. "Just a few years ago it was a mere speck on the educational horizon. Today, more than one-fourth of the nation's public school teachers are covered by negotiation agreements."

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More than 90 per cent of the nation's public school teachers are employed in the 7,157 school systems, each with 1,000 or more pupils, which were surveyed.

Preliminary returns included responses from 5,549 systems. Of these, 1,353 systems, or one-in-four, now have written negotiation procedures, but only 1,262 have representation by an organization, such as an NEA affiliate or AFT local.

The survey report discloses that in Michigan, traditional stronghold of unions, AFT locals are the negotiation representatives in only 11 school systems, compared with 201 systems that recognize NEA affiliates.

NEA units with negotiation authority are located in 42 states, the report shows, while the AFT locals are in 9 states.

The school systems reported that 238 NEA-related units have exclusive negotiation roles in California, 201 in Michigan, and 115 in New Jersey. The largest number of AFT units--12--is in Illinois.

Over a half million teachers and other professional personnel are employed in the 1,262 systems. Of these staff members, the report shows, 78.9 per cent work in systems where NEA units have been designated as negotiators, and 20.5 per cent are in systems in which AFT units have that role. The remainder are represented by independent groups.

American Federation of Teachers' strength is concentrated in a few large urban centers, the report indicates. For example, more than 56 per cent of the school personnel in the nation who are represented by the AFL-CIO union are in one system--New York City--with its more than 58,000 employees.

Data from the survey are included in the May issue of the Negotiation Research Digest, which is published by the NEA Research Division under the supervision of Robert R. Asnard, assistant division director and head of negotiation research activities.

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For Immediate Release

NEA Calls on 5 Southern Affiliates
To Provide More Data on Merger Plans

WASHINGTON, D.C., June 1--The National Education Association today called on affiliates in five Southern states to furnish clarifying details on their proposed plans of merger.

NEA President Irvamae Applegate, acting for the NEA Executive Committee, requested dual affiliates in Arkansas, Georgia, Louisiana, Mississippi, and North Carolina to provide the additional information by June 12.

Action followed a special session of the NEA Executive Committee to review progress toward the mergers mandated by the 1966 NEA Delegate Assembly. In February, 1967 the Executive Committee called on all associations in the South to submit "jointly developed and jointly approved" arrangements for producing merger which could be evaluated by the Executive Committee at the May 20-22 session here.

Dr. Applegate stressed importance of the June 12 target date for receipt of clarifying information from the five states. Failure to provide the information, she said, would mean that further steps, including possible censure, suspension or institution of disaffiliation procedures, would have to be taken by the Executive Committee at its June 29 meeting in Minneapolis, Minn., prior to the NEA Convention there.

"The primary purpose of the May meetings which also included discussions with Alabama," she said, "was to determine whether these six states are in compliance with the intent of NEA Resolution 12-1966 which called on all NEA dual affiliates to unify."

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The NEA president declared that Alabama was in compliance with NEA policy directives and would remain so, providing the merger plan proceeds toward implementation in accordance with its own scheduled timetable.

As for the other five states, she expressed confidence that in view of the "good faith and progress" already in evidence, their representatives would be able to satisfy the Executive Committee on points still in question. She added:

"In the future as in the past, the NEA Executive Committee will work closely with these affiliates to help them move ahead on implementation of their merger plans in line with policy directives."

Dr. Applegate noted that since July 1, 1966,dual affiliates in Florida, South Carolina, Tennessee, Texas, and Virginia have merged, and that all affiliates have now removed racial restrictions of membership from their Constitutions.

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5/25/67

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FOR RELEASE: Saturday, 6 p.m.
May 27, 1967

Teachers' Pay Is Better
But Still "Merely Passing"

WASHINGTON, D. C., May 27--Although their pay checks have been improving considerably, teachers still qualify as "poor relations" among many professional groups, a new research report of the National Education Association indicates.

Nearly half of the nation's 1.8 million public school classroom teachers now receive $6,500 or more a year, according to the NEA Research Division report, "Economic Status of Teachers, 1966-67."

Engineers, physicists, and attorneys, on the other hand, receive about double that amount on the average. Accountants and auditors are paid 40 per cent more than public school teachers.

Even starting salaries for women in several professions are substantially higher than the average salary of all public school teachers, including men with advanced degrees and long teaching experience.

"Salary, probably more than any other factor, determines the relative strength or weakness of any occupational group to attract and hold competent persons," Glen Robinson, NEA Research Division director, says in the foreword. "The financial reward offered to members of the teaching profession thus becomes a critical issue."

The 22nd annual report on economic status of teachers and other instructional staff members, elementary through college, shows that:

- State and sectional differences in salaries are very marked.
- At the college level, salaries of full professors have increased considerably faster than those of instructors, the bottom group in the college teaching hierarchy.
- Presidents of colleges and universities are nearing the $20,000 level in average salaries.

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Public elementary school teachers have an average salary of $6,609 in 1966-67, the report discloses. Secondary school teachers earn $7,095.

Average for the entire elementary-secondary instructional staff--teachers, principals, supervisors, counselors, librarians, and similar personnel--is an estimated $7,119. Excluding Alaska, where average purchasing power is relatively low, the range is from $9,000 in California to $4,782 in Mississippi.

More than 94 per cent of the public school classroom teachers receive $4,500 or more, compared with only 22.3 per cent at that level 12 years earlier. More than 47 per cent now get $6,500 or more.

In the lower stratum of salaries, the report estimates that only three teachers in a thousand are paid less than $3,500 a year now. Fourteen years ago, 620 in a thousand were under that low level.

Inflation explains part of the salary uptrend, the report points out. During the decade ending in 1966-67, the average annual salary of the instructional staff climbed 63.7 per cent, but in terms of 1965 purchasing power the increase was only 39.5 per cent.

In the Southeast, the average salary of the instructional staff this year is $5,963 compared with $8,601 in the Far West and $7,847 in the Middle Atlantic region. However, the rate of increase has been faster in the Southeast in the last few years than in any other region.

The average salary of the instructional staff in the Southeast in 1939-40 was 42.9 per cent below the national average, but in 1966-67 it was only 16.2 per cent below. In the Far West, the average salary was 44.4 per cent above the national average in 1939-40, whereas this year it was only 20.8 per cent above.

Comparing salaries in education with those in other fields, the report notes that for almost every scientific specialization "the lowest median salaries, outside military service, were paid by educational institutions."

Whereas men and women teachers in public elementary and secondary schools earned an average $6,597 in 1966, the report states, attorneys were paid $14,751; scientists in the physics field, $12,500; engineers, $12,022; and accountants and auditors, $9,202.

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Federal civilian employees fared 15.7 per cent better on pay days than did school instructional staff.

Male elementary and secondary teachers, the report shows, had a median salary of $7,077 in 1965, a bit poorer than male sales workers, for example ($7,226).

Average beginning salaries for June male graduates with a bachelor's degree will be an estimated $8,544 for engineers and $8,196 for physics majors. By contrast, the average salary for all public school teachers in 1966-67 is $6,821, just a shade more than the expected average starting salary in June for male liberal arts graduates ($6,780).

Women teachers who received bachelor degrees in 1957 were earning an average $5,890 in 1964. Their pay checks were exceeded by many women workers including chemists, mathematicians, and statisticians; nurses; research workers, therapists, and "certain other professionals"; dietitians and home economists; editors, copywriters, and reporters; and social, welfare, and recreation workers.

Salaries of women teachers were above those of female librarians, stenographers and secretaries, biological technicians, and "miscellaneous clerical workers."

Women who earned bachelor's degrees in 1966 in accounting, chemistry, or engineering and entered private industry enjoy better salaries than do classroom teachers. Average beginning salaries were $6,984 for women accounting graduates, $7,452 for women chemistry majors, and $8,208 for women engineers. (Average salary of all classroom teachers, including men with advanced degrees and considerable teaching experience, is $6,597).

Salaries of full professors in colleges and universities increased 14.5 per cent from 1963-64 to 1965-66, reaching a median of $12,953. Instructors' salaries rose 10.6 per cent, to $6,761.

From 1957-58 to 1965-66, median salaries of full professors climbed 60.5 per cent, compared to 48.2 per cent increase for instructors.

Median salary for presidents of four-year colleges and universities in 1965-66 was $19,638.

In public junior colleges, the median salaries of full-time teachers rose about one-third between 1957-58 and 1965-66 ($6,261 to $8,361).

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5/27/67

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FOR RELEASE 6 P.M.
SATURDAY, MAY 20, 1967

SHAPE OF EDUCATION To Come
Foretold in New Publication

WASHINGTON, D.C., May 20--The twenty-first century appears to some educators to be arriving on the school scene some 20 years before it is due. The National School Public Relations Association, a department of the National Education Association, which examines developments and trends in the schools each year, reports on school needs and programs for 1980 in its newest publication, "The Shape of Education for 1967-68."

Set out not in the form of science fiction, but rather as a report of research conducted by eight Rocky Mountain states with funds supplied by the U.S. Office of Education, the "Shape of Education" article forecasts that metropolitan areas in these states (Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming) will grow even more rapidly than in the United States as a whole. School superintendents of these states face mounting and ominous changes in problems related to land use, communications, changing work patterns, pollution, and school operations in the next 15 years, and these changes are significant throughout the country, the "Shape of Education" editors report.

By that time the United States will be a nation of 241 million people, with more than 75% of the population living in metropolitan areas; everything that has been learned by mankind will be stored on computer tapes; and migration will have put as many Negroes in the North and West as are now in the South. There will be in the population of urban areas as many people as there are today in the whole of the United States.

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These population changes will be accompanied by a revolution in education. Knowledge in many areas will be double what it is today, and instant communication will lead to self-learning and continuing learning centered at home. These features were contributed to the research study by Paul A. Miller, superintendent of schools at Cincinnati, Ohio, who predicts that many obsolete school buildings will have been by then abandoned, supplanted by central campuses known as Youth Quarters, "a kind of educational shopping center," where education has been transformed from dealing with passive learners to active participation in the learning process.

There will have been drastic changes at the local level of education to accommodate the new needs, according to another contributor, Laurence D. Haskew, vice chancellor of the University of Texas, who foresees the national interest in education transformed to membership in the total structure, with state tax and finance programs essentially revised to give continuous support for state planning.

Basic steps to put progress in motion are proposed by John I. Goodlad, professor of education at the University of California at Los Angeles. These include using the school as a single unit when seeking educational change; giving each school a sense of purpose with the central office becoming only a supporting unit; nongrading and team teaching generally practiced; and curriculum changes directed toward job opportunities of the future (in public health, community service and planning, recreation, conservation, education) and other "nonremunerative pursuits such as art, music, and drama."

The article on education in the 1980's is but one of 14 contained in "The Shape of Education for 1967-68." Others have to do with the growing problems of how to handle schooling in the metropolitan areas, with the odd and illy understood language of ghetto children, with sex education, instructional television, and other fields in which marked developments are expected in the school year to come.

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NOTE: A copy of "The Shape of Education for 1967-68," for news sources use only, is available from the NEA Division of Press, Radio, and Television Relations, 1201 Sixteenth Street, N. W., Washington, D. C. 20036. Copies for other uses may be obtained for $2 from the National School Public Relations Association at the same address.

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FOR IMMEDIATE RELEASE

NEA Hails Repeal Of Tennessee
Evolution Law As Victory For
Academic Freedom

WASHINGTON, D. C., May 16--The National Education Association today hailed the repeal by the Tennessee Legislature of the state's evolution law as a victory "for academic freedom."

In a telegram to Gov. Buford Ellington, an NEA spokesman said the one-million member professional association of educators "applauds the Tennessee Legislature for its historic decision in voting for repeal of the questionable evolution law."

The Tennessee Senate by a vote of 20 to 13 today approved the repeal measure which was previously passed by the House. The measure now goes to the governor for his signature.

"It is highly significant that today's Senate action was taken during a month set aside by the teaching profession as Teacher Rights Month," said Cecil J. Hannan, NEA's assistant executive secretary for Professional Development and Welfare, in his telegram to Gov. Ellington. "You can be assured that teachers throughout America and around the world will applaud this decision as a victory for academic freedom," Hannan added.

The NEA stepped into the Tennessee evolution controversy after a 24-year-old science teacher was fired a month ago by his school board on a charge that he breached the law concerning the teaching of evolution.

The teacher, Gary Scott, a beginning teacher at Jacksboro High School, Campbell County, w a s reinstated last week. The Tennessee Education Association recommended his reinstatement.

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The NEA, which planned to file suit in U.S. District Court in support of Scott, withheld legal proceedings pending review of the legislation by the Tennessee Senate today. Plans to go ahead with the suit will be dropped.

NEA has assisted Scott, providing him with legal and financial assistance since he was dismissed April 14.

"NEA's offer to provide full financial support for Gary Scott, an NEA member, and the Association's willingness to fight his case through the courts represented a significant highlight to Teacher Rights Month," Hannan noted. "During May, NEA is calling attention to the vital role of its DuShane Fund for Teacher Rights in defense of educators such as Scott whose professional rights have been seriously violated."

Last school year, 34 cases in 20 states were supported in whole or part by the fund, one being carried as high as the U.S. Supreme Court, Hannan noted.

The case stemmed from Tennessee's controversial law on teaching of evolution in the public schools, basis for the celebrated "monkey trial" of 1925.

The law underlying the Scott case, passed by the Tennessee Legislature in 1925, was the basis later that year for the trial of John T. Scopes, Dayton, Tenn., a high school biology teacher.

Hannan emphasized that the NEA was not arguing the validity of Charles Darwin's theory of evolution as against other theories. Rather, it was championing teachers' right to freedom to teach.

The Tennessee law, aimed at the Darwinian theory, prohibits the teaching of "any theory which denies the story of the Divine creation of man as taught in the Bible and the teaching instead that man is descended from a lower form of animal."

The Tennessee Education Association termed the school board's decision to dismiss Scott as illegal.

Darrell G. Renstrom, legal counsel to NEA's Commission on Professional Rights and Responsibilities, represented NEA.

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FOR IMMEDIATE RELEASE

Lawrence E. Dennis To Join Executive Staff
Of Association for Higher Learning In July

WASHINGTON, D. C.--Lawrence E. Dennis, education program adviser for the Ford Foundation in Venezuela, will become associate executive secretary of the Association for Higher Education, a 24,000-member department of the National Education Association, in July.

G. Kerry Smith, AHE executive secretary, said Dennis' main responsibility will be directing AHE's Arts Project. Dennis will also serve as associate director of the AHE Campus Governance and Communications Project, a three-year plan aimed at improving relationships among students, faculty members and administrators. In addition, while here he will be associated with Antioch College as a professor of education offering a seminar for graduate students in the Antioch Master of Arts in Teaching program.

Dennis completed a stint as associate director for Peace Corps volunteers, worked as vice president for academic affairs at Pennsylvania State University, as a newspaperman, and as a special assistant to the U.S. Commissioner of Education.

Dennis holds a B.A. from the State College of Iowa and an M.A. from the University of Minnesota; he also did post-graduate work at the University of Iowa. He holds two honorary degrees: an LL.D. from Cornell College (Iowa) and a Litt.D. from Glassboro (New Jersey) State College.

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FOR RELEASE: A.M., Monday, May 15

16 National School Bell Awards Salute
Quality of 1966-67 Education Coverage

WASHINGTON, D. C., May 15 -- Ten national magazines, a weekly national newspaper, two national press services, two television networks, and one motion picture were named as winners of the 1967 National School Bell Award, it was announced today.

This is the 12th year that communications media have been honored for outstanding and distinguished coverage of education. The award is sponsored by six national organizations in the education field. Winners receive a bronze medallion depicting in relief an old-fashioned school bell.

Announcement of the winners was made by Lewis R. Applegate, president of the National School Public Relations Association, administrative agency for the awards. Applegate is director of public relations for the New Jersey Education Association, Trenton, N. J.

This year's magazine award winners include Changing Times, Fortune, Harper's, Redbook, Saturday Review, Newsweek, Look, Saturday Evening Post, Time, and U.S. News & World Report. The weekly newspaper, The National Observer, was cited for press coverage, as well as the North American Newspaper Alliance, Inc., and the New York Times News Service. For its hour-long film, "Revolution in the 3 R's," the American Broadcasting Company won the award for outstanding television viewing, as did the National Educational Television's, "The Difference Between Us," a one-hour report on public education in the United States and England.

For the first time, a motion picture was chosen for this national education award. "Up the Down Staircase," a Warner Brothers screen adaptation of the Bel

(More)

Kaufman best-seller, won the award for its portrayal of a teacher in an inner city school system. The 2 million dollar production, starring Sandy Dennis and hundreds of amateur actors straight from the classrooms of New York City, describes the joys and agonies of a teacher coping with ghetto-oriented youngsters. The film is scheduled for national release in early summer.

For 12 consecutive years, Look Magazine has won a National School Bell Award for comprehensive coverage of education. The 11 articles submitted to the awards committee this year included a survey of 5 million brain-damaged children, the changing picture on Catholic campuses, the future of education, and the pros and cons of higher education.

New to the list of winners is Time Magazine for continuous and comprehensive coverage by its weekly education department. This was the second year of recognition for U.S. News & World Report, cited for continuous coverage involving 27 education stories. Changing Times and Saturday Review each win this year for the eighth time, and both for continuous coverage.

The national bi-weekly cited this year for a single article was Saturday Evening Post, a nine-time winner, which submitted a survey of campus life in California entitled "I am a U.C. Student -- Do Not Fold, Bend or Mutilate," By Herbert Gold. Fortune, a monthly, and Newsweek, a weekly, won awards for single articles on technology and the new breed of teachers, respectively. Cited for the fifth time was Redbook for its single article comparison of the Montessori and traditional American nursery schools. Harper's won a School Bell for its single article appraising junior colleges.

The National Observer, winner of 1965 and 1966 School Bell Awards, was honored for its continued in-depth study of education. The articles submitted are largely the work of reporter Jerrold K. Footlick, and covered the innovations in computer teaching devices, national assessment, de facto segregation, and the changing role of college professors.

(More)

North American Newspaper Alliance, Inc. won a second School Bell this year for distinguished continuous coverage by a news syndicate as reported in two weekly education columns by Benjamin Fine.

Honored for distinguished reporting of education by a news service was the New York Times News Service which covers 175 U. S. newspapers with a total circulation of 25 million. Many analytical pieces were moved during the year on such subjects as drug abuse on campuses, de facto segregation, the treatment of the Negro in textbooks, and the pros and cons of technology, and others.

The six national organizations which sponsor the National School Bell Awards are: the American Association of School Administrators, Council of Chief State School Officers, the National Council of State Education Associations, the National Congress of Parents and Teachers, the National Education Association, and the National School Boards Association. The National School Public Relations Association is the coordinating agency for the awards.

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5/15/67

May 12 1967

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Lyle R. Hamilton

FOR IMMEDIATE RELEASE

Education Associations Mount
Victories in Local Elections

Washington, D. C., May 12--Local education associations, affiliates of the National Education Association, have won three elections in the past two weeks over local affiliates of the American Federation of Teachers.

The elections were held to determine which organization the teachers want to represent them as the official spokesman before the board of education.

Rockford, Ill., teachers voted on May 10 to have the Rockford Education Association represent them. The vote was 934 for NEA's Rockford affiliate to 496 for the union. The victory came shortly after Springfield, Ill., teachers voted 548 to 370 on April 27 to have the Springfield Education Association represent them in school system matters. Rockford and Springfield are the second and third largest cities in Illinois.

Schenectady, N. Y., teachers also voted May 10 and chose the Schenectady Teachers Association over the union by a 425 to 351 vote.

The Martins Ferry, Ohio, Classroom Teachers Association won a professional negotiations agreement on May 4 following a six-day "professional study period." The walkout was the longest successive work stoppage by teachers in the history of Ohio. The Ohio Education Association termed the Martins Ferry win "a major and strategic victory for teachers in Ohio."

# # #

5/12/67

NEWS from the National Education Association
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5/5/67

FOR IMMEDIATE RELEASE

New Income Tax Regulations For Teachers
Given Enthusiastic Approval By NEA

WASHINGTON, D. C., May 5--A new ruling of the Internal Revenue Service concerning federal income tax deductions by teachers pursuing further education was enthusiastically endorsed today by the National Education Association.

Dr. William G. Carr, NEA Executive Secretary, applauded the IRS action. He noted that the NEA played a major role in securing the issuance of these more liberal and objective regulations through legislative activity, legal research, conferences with educational leaders, and consultation with representatives of the Treasury Department and the IRS, a Treasury Department agency.

"By encouraging teachers to pursue studies which will enhance the quality of their teaching," Carr said, "the new regulations create new opportunities for improving the educational system."

The liberalized regulations are retroactive to calendar year 1964.

James P. Sandler, of Hartford, Conn., attorney for the NEA Legislative Commission, said the new regulations:

- Eliminate the teacher's "primary purpose" for increasing his education, such as a better salary, as a consideration. If the education maintains or improves his skills, or meets an employer's requirements, the teacher's main intent is immaterial.
- Permit a teacher who has met state requirements for initial employment, generally a bachelor's degree, to deduct expenses for education required for state certification--a master's degree, for example. However, a person employed under a temporary or emergency certificate cannot claim a deduction for getting the "minimum educational requirement," such as the bachelor's degree.

(More)

- Allow deductions for education by a teacher in preparing to become a principal. This change of duties is not a change to a new trade or business which would rule out a deduction, the new regulations indicate.
- Liberalize the deduction for expenses of "travel as a form of education." The new standard approves travel that is directly related to the teacher's duties, provided his major activities during the period "maintain or improve" skills required of him as a teacher. Previously, travel was presumed to be mainly personal in nature, and thus expenses were nondeductible.

Teachers eligible for refunds under the new regulations, for calendar years 1964, 1965, and 1966, should file an amended return on Form 843, available from local IRS offices.

5/5/67

May 5, 1967

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5/5/67

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FOR IMMEDIATE RELEASE

NEA Regional Schools To Stress
Teacher Negotiations and Salaries

WASHINGTON, D. C.--Teacher negotiations, a field that has grown apace in recent years, will get equal billing with salaries in the National Education Association's 1967 regional "schools" for state and local education associations.

"More and more states are enacting legislation concerning teacher negotiation with local school boards," says Erwin L. Coons, of the NEA Salary and Negotiation Consultant Service, "and it is imperative this year that we provide association representatives some practical training in this timely and vital subject."

About 3,000 persons--five times the maximum attendance in any previous year--are expected to participate in the NEA Salary and Negotiation Schools, according to Coons. Fourteen schools around the nation are planned, compared to six or fewer in the past.

Participants will include members of salary committees and negotiation teams from local teachers associations, and field representatives, salary consultants, and salary committee members from affiliated state associations. In the past, Coons said, state association representatives have conducted state and local salary schools as a follow-up to the NEA regional meetings.

The first of the three-day salary and negotiation schools will open Aug. 27 in the New England region, and they will continue into December. Locations and dates of the schools will be announced.

Sessions will focus on salary studies, salary scheduling, index systems, fringe benefits, and budget analysis, as well as teacher negotiation.

(More)

NEA joint sponsors are the Salary and Negotiation Consultant Service in the Office of Professional Development and Welfare, and the Division of Field Operations and Urban Services.

Directors of the sponsoring units will address some of the sessions. They are Cecil J. Hannan, assistant executive secretary for Professional Development and Welfare, and Allan M. West, assistant executive secretary for Field Operations and Urban Services.

The schools are being planned in cooperation with the NEA regional representatives in Boston, Trenton, Washington, Atlanta, Indianapolis, St. Paul, Dallas, Denver, and San Francisco. At least one school will be held in each region. Special provisions for state association staff seminars are being planned.

Local associations affiliated with the NEA should express their interest in sending representatives to the schools by writing to the executive secretary of their state education association and to the appropriate NEA regional office. Participation will be on an invitational basis.

Salary schools were first conducted by the NEA in 1958. Every second year, a national school is held instead of regional ones. About 200 persons attended the 1966 national meeting at the NEA headquarters in Washington.

5/5/67

May 9, 1967

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Lyle R. Hamilton

FOR IMMEDIATE RELEASE

Eugene Preston Named
To Head NEA Field Office

Washington, D. C.--Kenneth Eugene Preston will become the North Central Regional Representative for the National Education Association effective June 12, Allan M. West, assistant executive secretary for Field Operations and Urban Services, announced today.

Mr. Preston, who currently is the executive secretary of the Saginaw, Mich., Education Association, replaces Kenneth Jonson, who has been transferred to the NEA's new Mountain States Regional Office in Denver, Colo.

As NEA's regional representative in the north central states, Mr. Preston will work in a region which includes Minnesota, Wisconsin, Iowa, Kansas, Nebraska, and North and South Dakota. His office will be in St. Paul, Minn.

"Eugene Preston is typical of the new breed of American teachers," Mr. West said. "He has an intimate knowledge of the problems of teachers and a strong faith in the independent professional association as a means of solving them."

Mr. Preston, 35, received his bachelor's degree in Music Education from the University of Michigan in 1956 and his master's degree in Secondary School Administration from the University of Michigan in 1963.

He has been executive secretary of the Saginaw Education Association since 1963. From 1956-1963 he was a teacher of instrumental music in the Waterford Township, Mich., Schools.

Preston has been active in the local and state education associations as well as the Junior Chamber of Commerce, the Lions, and the Chamber of Commerce.

Currently he resides at 4920 Leaside in Saginaw with his wife Nancy and four children, Lynne, 12; Karen, 10; Barry, 7; and Scott, 4.

# # #

5/4/67

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Mel Hayes

FOR IMMEDIATE RELEASE

NEA Supports Administration
On Federal School Aid Bill

WASHINGTON, D. C., May 4--The National Education Association today announced its support of the Administration's amendments to the Elementary and Secondary Education Act of 1965.

The amendments (H. R. 7819) have been reported out by the House Education and Labor Committee and are scheduled for House debate this week.

John M. Lumley, director of the NEA Division of Federal Relations, said the Administration bill would give "school men an opportunity to consolidate the substantial gains we have made during recent years."

Lumley recently told the House Committee: "Passage of the Elementary and Secondary Education Act of 1965 has been one of the most important educational events of this generation. After only two years, there have already been major impacts on the scope and quality of American education."

The NEA official said then that programs under Title I of the Act, which provides large sums of money for education of the economically disadvantaged, "have been overwhelmingly successful to date."

Lumley acknowledged today that, although he considered the Act fundamentally sound in its approach to national problems, it can be improved and "the red tape can be cut."

A Republican coalition headed by Albert H. Quie, of Minnesota, has offered a substitute bill which features block grants to states.

# # #

5/4/67

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For Further Information:
Lyle R. Hamilton

FOR RELEASE: 1 p.m., Tuesday,
May 2, 1967

Northampton, Mass., Sacramento, Calif.,
Memphis, Tenn., School Boards Chosen
Tops By Nation's Classroom Teachers

WASHINGTON, D. C., May 2--Members of three school boards--in Northampton, Mass., Sacramento, Calif., and Memphis, Tenn.--won national awards today from the nation's classroom teachers for outstanding leadership in providing quality education in their communities.

Sixteen other school boards were cited as regional winners and for distinctive merit awards for creative educational accomplishments in the NEA-Thom McAn School Board Awards, an annual national recognition project sponsored by the Department of Classroom Teachers (DCT) of the National Education Association, in cooperation with the Thom McAn Corporation.

The first place Memphis School Board, top winner among the nation's largest school systems (over 100,000 school population), was honored for developing a top personnel management program. A key element in the program is a joint committee that provides for informal discussion, acts in an advisory capacity on educational matters, plans long-range goals to improve all facets of education, and recommends changes and additions to existing policies. The judges of the Thom McAn Awards Committee made special note of the "very desirable working relationship which has been mutually created and maintained between the Memphis Education Association, the superintendent's staff and the board of education."

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

The Sacramento City Unified School District was named the leader of the country's school systems with a pupil population over 6,000 and under 100,000. The Sacramento School Board was cited for its "Project Aspiration," which helped eliminate the effects of de facto segregation in its elementary and high schools and provided for an additional adult education program. The judges noted that the Sacramento board faced the problems of de facto segregation squarely, designed programs to work at the problems, discussed the programs at public meetings, then exerted leadership in implementing the best possible programs.

The Northampton School Committee (under 6,000 pupil population) won top recognition for "an outstanding example of creative planning of new programs and imaginative implementation of existing curriculum." The judges particularly cited Northampton's programs in cooperation with Smith College. One of the cooperative programs permits advanced students to attend classes at the college while satisfying high school requirements.

The three national winners each will receive a specially-designed sculpture of the lamp of learning, and $2,500 from DCT President Charles F. Deubel, of Freeport, N. Y., at an Awards luncheon on Tuesday, May 16, in Washington, D. C.

Besides Northampton, Sacramento, and Memphis, 10 other school boards were named first place regional winners. Each will receive Award Sculptures and $500 at local ceremonies to be planned by the classroom teacher organization in the board's community.

The 10 regional winners are:

- From the Northeast: Newark Special School District, Newark, Del. (over 6,000 pupils); Northampton School Committee, Northampton, Mass. (under 6,000 pupils).

(More)

- From the Southeast: Walker County School Board, La Fayette, Ga. (over 6,000 pupils); Gainesville City Board of Education, Gainesville, Ga. (under 6,000 pupils).

- From the North Central: Livonia Board of Education, Livonia, Mich. (over 6,000 pupils); Le Roy Community Unit 2 Board, Le Roy, Ill. (under 6,000 pupils).

- From the South Central: Fort Worth Board of Education, Fort Worth, Tex. (over 6,000 pupils); Bay City Independent School District, Bay City, Tex. (under 6,000 pupils).

- From the Northwest: Seattle School District, Seattle, Wash. (over 6,000 pupils); Guernsey-Sunrise Board of Education, Guernsey, Wyo. (under 6,000 pupils).

- From the Southwest: Sacramento City Unified School District, Sacramento, Calif. (over 6,000 pupils); Temple City Board of Education, Temple City, Calif. (under 6,000 pupils).

Six school boards were cited to receive certificates of merit. They are:

- From the Northeast: Williamsville Central School District, Williamsville, N. Y.

- From the Southeast: Rome Board of Education, Rome, Ga.

- From the North Central: Sioux Falls School Board District 894, Sioux Falls, S. D.

- From the South Central: Chickasha Board of Education, Chickasha, Okla.

- From the Northwest: Fairbanks North Star Borough School Board, Fairbanks, Alaska.

- From the Southwest: Santee School Board, Santee, Calif.

DCT Executive Secretary Margaret Stevenson said the annual Awards program is designed to focus public attention on the school board's contribution to its community and to broaden respect and understanding between the board and the professional education community. The DCT has over 850,000 members.

Judges on the Awards panel were: Ralph McGill, publisher, The Atlanta Constitution; Bernice Frieder, president, State Boards of Education Association; Maurice Mitchell, president, Encyclopedia Britannica; and John Morsell, assistant executive director, National Association for the Advancement of Colored People (NAACP).

(More)

Consultants to the panel were: Mrs. Ruth Mancuso, vice president, National School Boards Association; John Miller, vice president of the American Association of School Administrators; and Mrs. Ruth Trigg, president-elect of the Department of Classroom Teachers.

# # #

5/2/67

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(More)

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# # #

5/2/67

4/28/67

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FOR IMMEDIATE RELEASE

NEA Reaches Million, Aims for Two;
Outlines Growth and Achievements

WASHINGTON, D.C., April 28--The National Education Association, having reached another milestone by enrollment of its millionth member, today announced it is launching an all-out drive to hit the two-million mark within a decade.

The NEA, President Irvamae Applegate pointed out, is by far the nation's largest professional organization--and is still growing rapidly. It took the Association 96 years to sign up its first half-million members, she noted, but only 14 for the second half. It has added 45,000 members a year since 1958.

"This remarkable growth," Dr. Applegate said, "testifies to NEA's effectiveness in meeting members' needs. And it does this because they--those million members--are the ones who really control and guide it.

"The Association," she added, "not only recognizes the rights of teachers but also has genuine concern for better schools. That combination has been the keystone for success."

The membership milestone is being celebrated with the visit to NEA headquarters today and tomorrow of the millionth member, Donald Harris, a first-year junior high school teacher in Corona, Calif., and the 500,000th member, Mrs. Eloise Pendarvis of North Augusta, S. C.

While gaining the second million, NEA expects to take a leading and aggressive role in advancing still further the status of America's teachers and the quality of American education, the NEA president declared.

(More)

NEA has many facets, Dr. Applegate said, and it will work toward those broad goals through many channels. For example, she explained, the national organization, in cooperation with state and local education associations, certainly will provide an increasing number of valuable services for every teacher. These could range from classroom consultation to counseling on personal investments, for instance.

"Familiarizing more teachers and administrators with new methods of instruction around the nation and new facilities and equipment will, I'm sure, also receive NEA emphasis in the decade ahead," Dr. Applegate said.

Providing clearinghouse services on negotiation agreements between teaching staff and school boards--a burgeoning field--could be another area for important NEA contributions, the official noted. And, she added, "you can be certain that defense of teachers who have been unfairly dismissed or mistreated will continue to be a fundamental service of our organization."

A prologue to NEA's future is its record of past achievement, Dr. William G. Carr, executive secretary, suggested. He pointed to accomplishments in four fields--legislation, curriculum, teacher welfare, and teacher preparation--as illustrations.

Passage of the far-reaching Elementary and Secondary Education Act of 1965 (ESEA) was the biggest single victory for NEA policy in a half century, Dr. Carr asserted. He pointed out that the Association has long been a vigorous advocate of federal aid to education.

(NEA had helped score an historic break-through seven years earlier with passage of the National Defense Education Act (NDEA). In 1964 the National Education Association was instrumental in getting Congress to broaden the act to cover other school subjects in addition to the original science, mathematics, and foreign languages.)

Recognizing NEA's paramount role in education, President Johnson summoned NEA representatives and other leaders to the White House for consultation soon after he requested the 1965 ESEA legislation from Congress. After passage was assured, he called in 250 NEA members to thank them for their help.

(More)

Curriculum research and improvement have touched every corner of the school program, Dr. Carr said. One example is the NEA Project on the Academically Talented Student, launched nine years ago.

To help rapid learners reach their high potentials, 14 publications covering such areas as English, social studies, science, and mathematics were developed by outstanding educational specialists. A half million of these books, specially geared to gifted students, have been distributed throughout the nation. Educators in 17 large cities have taken part in workshops on the education of these students.

In the interest of teacher welfare--and better education--NEA has made fact-finding studies of school situations, arranged investigations by outside panels of distinguished educators, distributed findings and recommendations widely, and sometimes carried cases to court. NEA has acted, however, only upon invitation of state and local affiliates.

When all other efforts at solving unfavorable school situations have failed, sanctions have sometimes been imposed by the NEA on a local school district or even an entire state. Oklahoma, for instance, is one example.

Oklahoma teachers, faced with a continuing school crisis in 1965 but rebuffed by a cynical legislature and an apathetic public, sent an SOS to the NEA. After a thorough investigation, the NEA imposed national sanctions in May 1965. The investigation report was publicized, NEA members throughout the nation were warned against accepting employment in the Sooner State, Oklahoma teachers were assisted in getting jobs elsewhere if they wished, and major businesses and industries were informed of the state's low school standards.

By September the sanctions were lifted, but only after the public and the legislature had been jolted out of complacency. The legislature voted $28 million to improve the schools. In a statewide referendum the people voted 2-to-1 for tax measures that could provide up to $30 million more.

(More)

The right of teachers to negotiate with school boards on salaries, working conditions, and elements of the school program has been an increasingly deep concern of the NEA. That right is already guaranteed to one-fourth of the nation's teachers. NEA has won the majority of the agreements, Dr. Carr emphasized.

Better teacher salaries, frequently achieved with NEA help, has been another of the many steps toward improved teacher status. Average salaries have risen to $6,786, compared to $4,156 a decade ago and $1,995 ten years earlier. NEA's research on salaries, the work of its salary consultants, its salary and negotiation schools for state and local leaders, and its publications and publicity all have contributed to the progress.

Preparation of teachers has improved appreciably, too. Twenty years ago, only 60 per cent of the teachers had bachelor's degrees, whereas over 90 per cent now do. And about one-third have at least a master's degree.

"Considerable credit for this spectacular progress must go to NEA," Dr. Carr declared.

4/28/67

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FOR IMMEDIATE RELEASE

NEA Opposes OE Regional Offices;
Urges Full Support of Five Programs

WASHINGTON, D.C., April 27--An official of the National Education Association asserted today that establishment of regional offices of the U. S. Office of Education would be wasteful and inefficient and would be an "unfortunate development."

John M. Lumley, director of the NEA Division of Federal Relations, told the House Subcommittee on Labor, Health, Education, and Welfare that the Administration's arguments for the nine new offices around the nation are "foolishness." His testimony concerned fiscal 1968 appropriations for OE.

The contention, Lumley explained, is that the network of offices would bring OE "closer to the people," would relieve the Washington staff from dealing with everyday problems, and would permit them to concentrate on analyzing and improving existing programs and planning new ones.

"The supposed decentralization of authority," the NEA witness said, "will not insulate the Commissioner of Education and his top aides from problems in the field, phone calls and letters from frustrated and disgruntled schoolmen. In any event we suggest that such insulation would probably serve only to remove policy-making from reality."

In this air age, a smaller Washington staff could competently handle--at a great financial savings--the work of the 270 persons to be hired for the nine regional offices, Lumley declared.

(More)

Turning to another area, Lumley urged Congress to provide full funding for major federal education programs whose value would be greatly reduced by appropriations less than the authorized amounts. The NEA believes, he added, that authorizations reflect the minimum needs envisioned by those who write the legislation--not an arbitrary ceiling.

"Now there are those--sadly, some within the Administration--who would ask us to 'pause, reflect, reexamine,' to hold back a bit on federal spending to see whether these programs are working," Lumley said, "We know perfectly well that they are working. Some of the programs may be limping a bit, some need a major overhaul, but the solution to the problem is not to be found in reducing appropriations. In many cases, the problem is that the intent of Congress in passing the legislation is thwarted by inadequate funding."

Lumley asked the legislators to give "priority treatment" to five crucial programs: Equipment, minor remodeling, and supervisory services under the National Defense Education Act; education personnel training programs under the NDEA; compensatory education for the disadvantaged under the Elementary and Secondary Education Act; and the Teacher Corps and the teacher fellowship program, both under the Higher Education Act.

Concerning the Teacher Corps, Lumley said that the program has had "a rougher time in Congress than it deserves." He told the committee that an NEA survey indicates the Corps is very popular in the field.

"We believe that this program is unique in its impact on the minds of young people who are deeply concerned about the educational plight of the disadvantaged," Lumley said, "and it offers master teachers a chance to convey their insights to a new generation. Through its recruitment of dedicated persons, it is an effective means to stem the flow of teachers from depressed neighborhoods into the suburbs."

(More)

Lumley scored the Administration for requesting only $1.2 billion for compensatory education for the disadvantaged, whereas $2.5 billion would be required for full operation in fiscal 1968.

"This affluent nation can ill afford the social consequences of hedging on a program so desperately needed by so many," the NEA official declared. "There is a moral issue here: Is it right and proper to raise the expectations of the poor, to give them hope and opportunity, and then curtail the program? The answer is obvious."

# # #

4/27/67

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FOR IMMEDIATE RELEASE

NEA Indicates General Approval
of Public Television Act of 1967

WASHINGTON, D. C., April 27--A spokesman for the National Education Association today expressed strong approval of most provisions of the proposed Public Television Act but noted with regret that urgently needed funds for instructional television are not provided.

"ITV is in danger of becoming the poor relation of educational television (ETV)," Dr. Harold E. Wigren, associate director of the NEA's Division of Educational Technology, told the Subcommittee on Communications of the Senate Committee on Commerce.

Dr. Wigren said that NEA also objects to the misplaced emphasis and narrow scope of a study of instructional television provided for in the bill (S.1160).

NEA, on the other hand, "applauds Congress" for extension of the grants program for construction of noncommercial ETV broadcasting facilities, Dr. Wigren added. He also indicated warm approval for the proposed nonprofit, nongovernmental educational broadcasting corporation. Provisions for the construction grants, the corporation, and the study make up the three titles of the Act.

"Educational television," the NEA representative said, "should be enlisted to make a frontal attack on major problems of this decade. Among these are the need for continuing education of adults; the retraining of workers in an age of automation; the provision of basic education, literacy training, and consumer education for the disadvantaged; and the provision of post-graduate courses and in-service opportunities for members of all professions."

(More)

Dr. Wigren, who is also president of the Joint Council of Educational Telecommunications, testified that NEA is pleased that the bill extends construction grants to educational radio, "an almost forgotten area of broadcasting services." This expansion, he noted, shows that Congress recognizes "the whole matter as one of education telecommunications, rather than just educational television."

"One of the most welcome aspects of the entire bill," said Dr. Wigren, "is extension of the Act to include coverage to the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands. Educational television may become one of the major contacts which these territories will have with American society and culture."

Dr. Wigren expressed disappointment that neither this Act nor other federal legislation includes construction grants for instructional television installations--either the new Instructional Television Fixed Service (ITFS) or closed-circuit cable television (CCTV).

The NEA official emphasized that ITFS, a low-power transmission (2,500 megahertz) covering a 20-25 mile radius and requiring special broadcasting and receiving equipment, is an important component of any well-balanced system for transmitting and distributing materials. And many school districts cannot find money for such facilities.

Noting the close relationship with ETV, Dr. Wigren explained that schools can use ITFS to rebroadcast high quality instructional programs produced on educational television stations as frequently as the schools find desirable and when their schedules permit.

"A program of massive financial assistance to instructional television is just as necessary as for public television," Dr. Wigren declared. "Without this, ITV will become the poor relation of ETV just as educational television has in the past been the poor relation of commercial broadcasting."

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Concerning the study, Dr. Wigren asserted that the provision is wrong in implying that research is necessary to prove that ITV can be effective. It is one of the most researched subjects in education, he added, and its potential value in education is generally known. What is needed now is to assess these previous findings more thoroughly and to make recommendations for future action.

Dr. Wigren also objected to the limited scope of the proposed study, noting that it "fails to ask the right kind of questions" and it would not cover ITV in relation to other educational media.

"ITV is part of a larger instructional learning system and should be viewed in relation to education itself," Dr. Wigren said. "No one medium can or should be studied in isolation."

# # #

4/27/67

4/25/67

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FOR IMMEDIATE RELEASE

NEA One Millionth Member
Is 24-Year-Old Californian

WASHINGTON, D. C.--A 24-year-old California junior high school teacher, fresh out of San Jose College, is the one millionth member of the National Education Association, the nation's largest professional association.

He is Donald F. Harris, a first year teacher at Corona Junior High School, Riverside County. His membership became an historic benchmark for the NEA, which began with only 43 members in 1857.

To celebrate the occasion, a special observance of the NEA milestone was held at NEA Headquarters here April 28-29. Harris, who had never visited the nation's capital, was given the red-carpet treatment and among the busy two-day whirl of activities were visits to the White House, Capitol Hill, and the U. S. Office of Education.

As if this were not enough excitement in one month for a beginning teacher, Harris became engaged to a teacher at his school several days before the million member announcement. She is Elizabeth Bowersox who teaches French and Spanish.

Harris, who has wanted to be a teacher since he was in the seventh grade, maintains a breakneck schedule similar to many other beginning teachers. He teaches five periods of physical education, one period of seventh grade science, and one period of science for educationally handicapped pupils; he also coaches the eighth grade basketball team. "There's not much time for class preparation," he said with a smile.

His views undoubtedly parallel those of thousands of other beginning teachers throughout the U.S. Here are some samples:

(More)

● "Experience in my science class, which includes health education, has convinced me that a great deal more skilled attention is going to have to be given narcotics and sex education if they are to mean anything. They must be taught earlier and in more detail. In most schools the average instructor just doesn't have enough time in the course of the school year to devote proper attention to the subjects. The result is obvious: most teenagers are being severely short-changed by the schools in both of these critical areas."

● "I was amazed and disappointed at the decline in respect for authority by students in the short time since I was in junior high school. I thought students would have more respect for teachers. Too many students call me and my colleagues 'Hey, you' or 'Hey, Harris', or whatever the appropriate last name is."

● "Teacher training institutions should give their students more instruction in methods of teaching. New teachers need more training in how to get subject matter across to students. It isn't enough just to know your subject."

● "The public pays too much attention to the trouble-making minority of teenagers and not enough attention to the good majority. Youngsters who are doing an outstanding job--and there are many--should get more credit."

● "There should be more communication between school administrators and teachers. I also believe administrators should give teachers more support and consideration--especially in disciplinary problems and in job assignments. Teachers should have more to say about what they're going to teach."

● "There is no question that the educational program is improving. New teachers are better prepared than ever before. They are enthusiastic and eager to do a good job. The innovative techniques I see new teachers using are great. They are experimenting and getting kids to think for themselves."

(More)

● "Teaching is an exciting profession. It is hard to beat the satisfaction one gets in watching and helping students improve--and know that what you are doing can make the decisive difference in a young life."

Harris believes teachers have a professional responsibility to join and support their local, state and national teacher associations. That's why he joined the NEA, the California Teachers Association and its local Corona chapter.

"Teachers must support each other if they are to achieve a strong, intelligent voice in educational decision-making," he declared.

Harris praised his local chapter's successful efforts in achieving an improved salary schedule in Corona, the CTA's success over the years in obtaining increased state support for schools, and the NEA's decisive influence in stimulating the recent massive expansion of the Federal Government's commitment to public education.

He offered one suggestion for improvement: "Teachers organizations can and should do more to help teachers do a better job in the classroom."

He praised the Corona Unified School District for being "particularly helpful" to new teachers by conducting a year-long orientation program and by holding monthly departmental meetings.

Harris was born in Los Angeles in 1943. He was graduated from Manuel Dominguez High School in Compton, Calif., and Compton Junior College before he attended San Jose State.

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4/21/67

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FOR IMMEDIATE RELEASE

Teachers Urged to Use Guide
On Drug Abuse Among Students

WASHINGTON, D. C.--Drug abuse among school-aged youth has risen to such alarming proportions that teachers are being urged to increase and improve instruction on the dangers of drug experimentation--a practice which has been described as "chemical Russian roulette."

One of the most comprehensive books written on the subject of drug abuse, its prevention, detection and treatment, has been published by the Smith Kline and French Laboratories, Philadelphia, in cooperation with the American Association for Health, Physical Education, and Recreation, a department of the National Education Association. Written as a guide to educators--but of significance to laymen as well--"Drug Abuse: Escape to Nowhere" describes the history, symptoms, uses, and dangers of all the major drug abuse products from marihuana to heroin, cocaine to LSD, stimulants to depressants.

Dr. William G. Carr, executive secretary of NEA, has wholeheartedly endorsed the the book as a "timely and significant aid to educators in combating a serious threat to the youth of our nation." Commending its usefulness to teachers, Carr observed "this new book combines factual information with sensible suggestions for working with students at the elementary, high school, and college levels."

Historically even Stone Age man may have used opium, hashish, and cocaine, the book states, and as far back as 2700 B.C. marihuana was known to Chinese royalty. Throughout time, man has been involved in various forms of drug abuse without truly realizing the effects of such products on mind or body.

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

Drug abuse today is being encountered in secondary and even elementary school systems as well as the higher education institutions. (A recent report indicated that 10 percent of university students in this country are drug abusers.)

It was not until late in the 19th century that the medical profession voiced alarm over narcotic dependence, and Federal intervention in the sale of opium did not occur until 1909. Growing public concern over the magnitude of the narcotics problem finally resulted, in 1914, in the passage of the Harrison Act which did not make addiction illegal, but it at least sought to control the production, manufacture, and distribution of narcotic drugs.

The book observes that in the past while drug addiction cut across economic and social lines, it was more prevalent in the middle and upper-middle classes, was handled casually and not considered a matter of widespread social concern. Today, however, drug abuse has swept through the inner city, the middle-class suburbs, and rural communities as well.

A recent American Medical Association report stated that "major drug abuse is concentrated predominantly among young people...the majority of drug abusers are under 30." According to the authors of the book, educators must become aware of the history of narcotics, be able to instruct their students on drug abuse, be alert to possible symptoms of drug abuse, and work closely with community medical and law enforcement agencies. Of primary importance is the teacher's ability to help prevent the misuse of drugs through instruction.

Following an historical perspective of drug abuse, the book offers a simple, non-technical description of major opiates, sedatives, tranquilizers, stimulants, hallucinogens, and solvents. Their history is reviewed, as well as their proper medical use and their improper use in abuse situations. The method of use of these drugs is outlined, and typical physical and psychological symptoms are described.

(More)

The book emphasizes that educators must stress prevention of drug abuse. Even as early as the fifth grade, educators should frankly discuss the dangers of misusing drugs. Possible course projects and other education approaches are suggested for elementary, secondary, and college levels.

The appendices include valuable information regarding drug distribution, legal controls, where to get assistance, a selected list of films suitable for classroom use, and books to supplement the teacher's knowledge of the subject. Also included is a glossary of slang terms frequently used by drug abusers and others in the drug abuse world.

In their foreword, the authors observe: "...education is the key to prevention--and truth concerning misuse of drugs is the best way prevention can be accomplished. Behavioral scientists say drug abuse is a form of escape. You can help youth come to know it is an escape to nowhere."

The book was prepared under the editorial direction of Mitchell Winn of SK&F. Working with the editorial staff were a group of experts from education, medicine, pharmacy and law enforcement agencies including Harry J. Anslinger, former U. S. commissioner of narcotics and presently U. S. representative on the United Nations Commission on Narcotic Drugs.

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NOTE: For press use only, a single copy of "Drug Abuse: Escape to Nowhere," may be requested from the Division of Press, Radio, and Television Relations, National Education Association, 1201 16th Street, N.W., Washington, D. C. 20036. For other purposes the 104-page book may be purchased for $2 from Publication-Sales Department at the above address. Quantity discounts: 2-9 copies, 10%. 10 or more copies, 20%. Please mention Stock No. 244-07816.

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FOR IMMEDIATE RELEASE

NEA Calls Higher Education Proposal
'Most Dangerous' Ever Before Congress

WASHINGTON, D. C., April 20--A spokesman for the National Education Association charged today that a provision in the Higher Education Amendments of 1967 contains "the most dangerous proposal ever to come before the Congress."

Dr. John M. Lumley, director of the Division of Federal Relations of the NEA, while giving general support to the draft legislation in testimony before a subcommittee of the House Committee on Education and Labor, said:

"The (U.S.) Commissioner (of Education) is authorized at several points in this bill to contract with profit-making agencies for carrying out projects ranging from improving the qualifications of persons who are serving or preparing to serve in education programs in the public elementary and secondary schools to hiring public relations firms to recruit persons into the field of education."

Charging that the Office of Education is making an effort to bypass public and private non-profit education agencies "and deal with profit-makers," Lumley contended that "of even more danger...is the potentiality for federal control and direction of the entire education effort of this country, in direct violation of the American tradition of state control of public education."

Lumley noted that the amendments contained several references to the authorization by the Commissioner "to hire persons to accomplish objectives, to conduct 'slanted research,' and to conduct well financed Madison Avenue type promotion campaigns to achieve purposes which the public education sector, and the ethical private non-profit institutions would never consider becoming involved in. This seems to us not only a totally unnecessary practice, but indeed a frightening one."

(More)

Stressing that NEA was not criticizing Commissioner Howe, nor opposing the involvement of the profit-making sector of society in educational enterprise, Lumley nonetheless stated that "our strenuous objection is to the proposal that the USOE be authorized to contract directly with profit-making agencies, with no involvement of the public and nonprofit educational sector, in such a manner as to achieve whatever objectives the USOE may unilaterally determine."

Stating that this is federal control of the most objectionable sort, Lumley urged the Committee "to reject this proposal every time it is made, for the sake of placing authority for American education where it belongs--with the state and local governments and nonprofit institutions."

Commenting on other passages of the legislative proposal, Lumley urged that the National Defense Student Loan program be made permanent legislation and that "at least $225 million be continued for the following five fiscal years. We resist any efforts which may be made to substitute a guaranteed student loan program for the NDEA loans, which have been of such great value to lower and middle-income students."

On the subject of providing for an advisory council on financial aid to students, Lumley said: "We are becoming somewhat wary of the recent proliferation of 'advisory councils.' Perhaps the advice received by the Office of Education in the Congressional hearing process might suffice in this instance."

The proposal to eliminate specific categories in the language of NDEA Title III has merit, Lumley noted, however "the pretense here is that the program will be expanded to include all subject matter areas. But as a matter of fact, unless the Congress provides substantially increased funds for this Title, the net result will be retrenchment."

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4/20/67

FOR IMMEDIATE RELEASE

NEA Conducts Nationwide Campaign
To Boost Fund For Teacher Rights

WASHINGTON, D. C.--The National Education Association has called on its one million members and 8,574 state and local affiliates to support "Teacher Rights Month" during May with financial contributions to the NEA DuShane Fund for Teacher Rights.

"The fund provides legal and other assistance for educators whose professional rights are seriously violated or who are involved in a case that may set a legal precedent affecting other members of the profession," said NEA President Irvamae Applegate.

In past years, working through the Professional Rights and Responsibilities Commission of the NEA, funds were provided through the DuShane Defense Fund. But due to the increasing number of rights cases coming to the attention of the Association, the NEA directors last year established the Million Dollar Fund for Teacher Rights. This year the two funds were merged into the NEA DuShane Fund for Teacher Rights and no s e t l i m i t was placed on the size of the fund, Dr. Applegate explained.

During the 1965-66 school year, 34 cases in 20 states were supported wholly or in part by the fund. One case was taken as high as the United States Supreme Court. This involved the Arizona Education Association's case against the state's Highway Department, which had taken without compensation nearly $10 million worth of school trust lands for new highways and gravel pits. With financial help from NEA's DuShane Fund for Teacher Rights, the AEA brought suit against the Highway Department. The case was ultimately taken to the Supreme Court which handed down its decision in favor of the AEA last January.

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Numerous cases of false accusations by children have plagued the teaching profession, it was noted. The DuShane Fund was involved in such a case when a Midwest drama teacher was falsely charged with a serious morals offense. With funds supplied for legal counsel, the teacher was able to prove that the three boys who had made the charges were retaliating for earlier disciplinary measures imposed on them. Not only was the teacher vindicated and reinstated in his position at the school, but, because of the incident, the school board worked out a written agreement with the local education association whereby a child could not make an accusation against a teacher unless accompanied by a responsible adult.

Political involvement of teachers has caused dismissal from the profession, and a case of this nature occurred in Texas last year. A teacher with 33 years experience was dismissed for actively campaigning for an insurgent slate of school board candidates. The Texas Classroom Teachers Association recommended that she and two other teachers be reinstated. The school board voted to give her a contract for the remaining months of the school year. NEA's DuShane Fund reimbursed the teacher for two-thirds of her legal fees and contributed an additional $300 for living expenses.

In another case, a capable and conscientious superintendent in New York was being "starved out"--pressured into resigning--by a majority group on the school board. Without notifying the other members of the board--much less the superintendent--the majority members held a secret meeting and passed a resolution dismissing the superintendent. With the help of the New York State Teachers Association and financial help from the DuShane Fund, his case was brought to the attention of the state commissioner of education. After reviewing the evidence, the superintendent was fully reinstated and given his back pay totaling $5,000. His five-month-long legal battle had cost him nearly $11,000. Shortly afterward, the superintendent was further exonerated when the voters elected a new school board majority.

(More)

In describing the purpose of the fund, Dr. Applegate, in addressing teachers, said: "Our Association takes these actions because we believe--you and I--that when a teacher loses his job because he expresses himself as a citizen, each teacher in America is threatened. When testimony of children unfairly condemns one teacher, we are all condemned. When a superintendent is forced from his job by minority community pressure, every member of our profession feels that pressure. When the voters of one town refuse to pay their teachers, every teacher's salary is on the line."

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4/19/67

FOR IMMEDIATE RELEASE

NEA Sets Up Service Unit
On Negotiation Research

WASHINGTON, D. C.--Are "no-strike" clauses included in the negotiation agreements of many school systems? Which systems are they?

Are teachers negotiating with school boards on instructional programs?

Which school systems have agreements that list class size as one of the negotiated items?

What are the latest important developments in professional negotiation, collective bargaining, and other group action in the field of education?

Answers to such timely but thorny questions will be provided by a new negotiation research unit of the National Education Association. The significant data on activities and trends will be channeled to the profession through a periodical, Negotiation Research Digest, which made its debut in April.

"Necessity certainly gave birth to this unit," says Glen E. Robinson, NEA Research Division director. "The need for comprehensive, accurate, and up-to-date research on negotiation policies and procedures has been mounting month by month. Such information is urgently needed by teachers, school officials, and school board members. Without it, they must venture forth without map or compass."

According to the publication, the unit "will collect, store, and analyze negotiation agreements and contracts between boards of education and professional staff members, survey negotiation procedures and practices, and compile decisions of judicial and quasi-judicial bodies (such as state mediation boards) relative to group procedures in staff-school board relationships."

(More)

The unit's first major research study was a recent national survey of written negotiation procedures in the teaching profession. Questionnaires were mailed to superintendents in 7,157 public school systems employing more than 90 percent of the nation's classroom teachers.

Preliminary data, reported in the initial issue of the Digest, indicate that more than 449,000 instructional staff members in 1,174 school systems are covered by written negotiation agreements with their local school boards. Each of these school systems has filed a copy of its agreement in the negotiation research unit's depository of agreements.

The unit is analyzing and coding each agreement. The NEA Research Division's electronic computer will be able to reach quickly into the negotiation data bank and summarize information on the scope of the agreement, negotiated items, and dozens of other matters.

Among other features in the April issue of the Negotiation Research Digest are:

- An unusual agreement between the Center Line (Michigan) Public Schools and the Center Line Education Association for the establishment of a "leave bank" to assist professional staff members who suffer prolonged illness. (Participating employees contribute one day of sick leave per year to the bank; they can draw up to 60 days of sick leave a year from the bank, after covering the first 30 days of their illness with their own accumulated sick leave or leave without pay);
- Minnesota Supreme Court's upholding of a collective bargaining law covering all public employees except teachers (includes full text);
- The decision of the Michigan Labor Mediation Board that teachers in grades K-12 should be the collective bargaining unit in Grand Rapids, not those in grades 7-12 as requested by the Grand Rapids Federation of Teachers (includes full text);
- An agreement between the Board of Education, Lansing, Mich., and the Lansing Schools Education Association regarding teacher promotions and filling of vacancies;

(More)

- Recommendations of New York State's Committee on Public Employee Relations concerning "The Resolution of Deadlocks in Collective Negotiations" (includes full text);
- State negotiation statutes for Alaska, California, Connecticut, Florida, Massachusetts, Michigan, New Hampshire, and New Jersey (State Board of Education resolution, rather than a statute). The four remaining states having negotiation statutes--Oregon, Rhode Island, Washington, and Wisconsin--will be featured in the May issue.

The Digest is published under the supervision of Robert R. Asnard, assistant director of the Research Division and head of its negotiations research activities. He formerly was director of research for the California Teachers Association-Southern Section, in Los Angeles.

The publication will be issued monthly, September through June. Subscriptions are $30 a year, with reduced rates to NEA members and affiliated organizations.

# # #

4/19/67

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FOR IMMEDIATE RELEASE

Laymen Join Educators In Innovative
100 Cities' Assemblies on April 29th

WASHINGTON, D. C.--More than 20,000 educators and laymen will attend 100 assemblies in selected cities throughout the nation on April 29 to consider outstanding innovations involving the use of educators and non-educators in the school educational program.

The assemblies are part of the Year of the Non-Conference sponsored by the National Commission on Teacher Education and Professional Standards (NCTEPS) of the National Education Association.

For six hours--between 9:30 a.m. and 3:30 p.m., the assemblies will bring together students, educators, and laymen to discuss the manner in which effective use is being made of teacher and technological aids, librarians, counselors, student teachers, and other paid and auxiliary personnel.

The individual assemblies are being held in 47 states, the District of Columbia, and a school system as far away as Japan--Yamoto High School In Tachikawa.

Central emphasis in the Year of the Non-Conference is on providing teachers with the kinds of consultant help and supporting services which will free them to perform their teaching functions.

The program in all of the 100 participating cities will begin with a taped address featuring U. S. Education Commissioner Harold Howe II. Also speaking will be Sam M. Lambert, assistant executive secretary for Information Services, NEA; and James Olivero, assistant secretary of NCTEPS, coordinator of the Year of the Non-Conference.

(More)

Consultants from schools with action programs have been invited to describe some of the many successful ways of employing teachers, specialists, teacher and technological aids in more than 160 TEPS demonstration centers throughout the country.

Each of the 100-cities assemblies will see a film, "The Quiet Revolution," produced by NCTEPS, illustrating how auxiliary personnel have been used effectively by teachers, students, and administrators.

"The idea of developing supportive staff and services for teachers is no longer on the drawing board," according to Don Davies, executive secretary of the NCTEPS. "The idea has been put into effect in many of our rural, suburban, and urban schools. As a result of being able to spend more time teaching and less time monitoring cafeterias and doing clerical work, teachers are able to concentrate on individual students, and improving curriculum innovations. As a result these youngsters are getting the best their teacher can give."

"We know there are better ways to organize a school staff to produce a quality school program. Our intention is to bring the proof to thousands of teachers and laymen who have the interest and courage to try new ideas for the effective use of a staff. We believe this April 29 100-cities assembly will be a unique example of how local, state and national education associations can get together and share the best available educational concepts," Davies concludes.

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FOR RELEASE: 4:00 P. M.
Saturday, April 8

NEA Report Highly Critical
Of Detroit Public Schools

WASHINGTON, D. C., April 8--The National Education Association today issued a highly critical report on Detroit's public schools citing economic and racial segregation as the underlying causes for the school system's ills.

"Economic and racial segregation have been basic strands in an unfortunate web of circumstances that has enmeshed Detroit's public schools," declared Cornelius E. Gisriel, chairman of NEA's Commission on Professional Rights and Responsibilities.

The critical school situation includes overcrowded classrooms, split sessions in many high schools, high rates of student dropout and truancy in depressed areas, extensive use of emergency substitute teachers, excessive teacher turnover, and other evidence of troubled conditions, the report shows.

The investigative committee places major blame on officials of the Detroit Public Schools, which enroll about 300,000 students and have 11,500 teachers and other professional staff members.

The school administration, the report emphasizes, "appears to suffer from a credability gap between its promises and the progress it has made toward equalization of educational opportunities, between the apparent interest it has evinced in consulting with citizens' groups on education issues and the disinclination it has shown to implement their recommendations."

Rapid urban change has been a major factor in Detroit's deteriorating public school situation, the report explains, and the schools must join other public agencies in the restoration. Economic decline, vast technological upheaval with worker displacement, changing characteristics of the population, racial and economic ghettos,

(more)

absentee financiers and landowners who have reaped profits from the city but have taken their harvest with them to the suburbs--these and other factors are interwoven.

Detroit, says the report, "is particularly qualified for the paradoxical role of victim as well as beneficiary of its own industrial giantism."

The city's "own contribution to modern times, the automobile," the report continues, "made possible its rapid and random suburbanization, through which the city has suffered serious losses in corporate and residential wealth and leadership." No part of society has been hit harder than the schools by this accelerated urbanization trend in the nation's fifth largest city.

The 10-member investigative committee does not exonerate Detroit's community leaders of some of the responsibility even though it acknowledges the complicated nature of the problems of economic, educational, social, and political inequality that are "so explosively concentrated" in a big city. "The fact that the problems that Detroit faces are of tremendous complexity and difficulty," the committee declares, "is no excuse for relative inaction."

It was the deep distress of Detroit teachers over gross inequality of educational opportunities for children there, the report reveals, that prompted the Detroit Education Association to request the investigation by the NEA's Commission on Professional Rights and Responsibilities. Outstanding teachers, principals, superintendents, and university staff members from six states and the District of Columbia were selected for the special committee.

The committee found that the city school system's ills, both acute and chronic, are concentrated mainly in the center of the city, or "inner city."

Although some federal funds have been invested, "neither in dollar expenditures nor in professional commitment has the Detroit school system been able to make the greater compensatory effort necessary to reduce the educational deficits of the ghetto," the educators assert.

(more)

Efforts must be made, says the committee, to provide supplementary experiences for youth who lack incentive to study and learn.

The committee endorses the recommendations for schools in depressed areas made by the Michigan state school superintendent in 1965: (1) reduce class size to about 15 to 20; (2) provide better trained teachers who understand deprived students; (3) extend the school day and year in order to continue students' contact with an improved environment; (4) extend the school program down to age three; (5) engage more specialists, such as visiting teachers and remedial teachers; and (6) provide better health services.

Entangled in the complexities enshrouding the depressed areas of the "Motor City" is the racial situation. Between 1961 and 1965, Detroit's public schools lost 23,748 white pupils and gained 31,108 Negro pupils.

"For the most part," the report states, "those who moved out were the children of relatively stable, middle and upper-middle income families of relatively strong educational background. For the most part, those who moved in and many of those who stayed were children from economically and educationally disadvantaged backgrounds."

Although there has been some busing of students to relieve overcrowding, and a limited "open-door" policy, the committee concludes that Detroit's public school officials "have played no decisive role" in reducing racial segregation in the schools. The committee points out that the U. S. Supreme Court in 1954 termed racially segregated school facilities "inherently unequal."

The group recommends that the schools take steps to reduce substantially the de facto segregation of the student body, end racial discrimination in selecting students for apprentice training programs, and seek funds to expand pre-apprenticeship training in inner-city high schools.

Also suggested are a new junior college and an advanced technical school, both of which would seek students who normally would not have opportunity for advanced education beyond high school.

(more)

Questioning the bases for ability grouping by classes, the investigative committee asserts that "ability ghettos" can be "as debilitating to the educational welfare of children as the racial or economic ghettos are in the larger populations of a city."

Careful study, say the educators, should be made of processes such as "mental ability" testing and other devices that exclude the "have-not" student from remedial instruction and specialized educational programs. The committee urges development of measurement tools to replace the IQ test. In the meantime, it says, some students who have demonstrated high potential but have scored below average on IQ and achievement tests should be enrolled in specialized quality high school programs.

Head Start, other preschool programs, and elementary school programs in depressed areas should be strengthened in order to avoid later "ability" segregation of students, the committee says.

Regarding the Detroit classroom teacher situation, the committee reports that there were nearly 500 emergency substitutes in regular positions in March 1965. A teacher shortage of about 500 was reported in September 1966. Reluctance of some teachers and substitutes to accept assignments in "difficult" schools has aggravated the shortage problem.

When substitute teachers are not available, the report notes, teachers on hand sometimes divide the classes of absent colleagues and add the extra students to their own classes. Or the teacherless students sometimes are "dumped" into the library, or taught by the librarian, principal, or a counselor.

"In a number of inner-city and transitional area schools, upper elementary students are assigned as teacher substitutes," the committee reveals.

The school system should find more imaginative and effective methods of professional staff deployment, including the provision of incentives to attract highly qualified teachers to depressed area schools, according to the committee. Their report gives considerable attention to the need for improved teacher orientation and in-service teacher training programs.

(more)

To teachers themselves the committee says: "The teachers' organization can provide no more meaningful service to its membership, to the profession, and to students than by extending itself beyond the classroom into the community dynamics of social and political action."

Entwined with Detroit's other school problems are some basic financial ones--the city's economic decline, the shrinkage of the tax base by the flight of white residents to the suburbs, and the reluctance of the majority of urban voters to tax themselves for public purposes.

Failure of a proposal to increase school millage, together with a boycott of an inner-city high school by students who protested alleged "unequal educational opportunities," were key developments during the early stages of the NEA investigation.

Many persons told committee interviewers, however, that both the millage defeat and the boycott were "due largely to the failure of school officials to communicate the needs of public education to the people and to make good their assurance of progress toward desegregation and equalization of educational opportunity.

On the economic side, the committee notes that a Michigan personal and corporate income tax and "other progressive measures" would make possible a greater state commitment to education and other public services.

Reorientation of the school public relations department is recommended in order to inform and communicate with the public more effectively. The schools should consider using systematic opinion research procedures, including periodic opinion polls, to learn what the parents, teachers, and students think about their schools.

Consideration should also be given, the committee says, to appointing an ombudsman for public education. His role would be similar to Sweden's ombudsman, who is an independent commissioner appointed by the legislature to investigate complaints registered by citizens against the governmental bureaucracy.

# # #

4/8/67

Members of the NEA Special Committee for the Detroit Investigation

Ray M. Cohrs, Chairman	Classroom Teacher, Seattle, Washington Chairman, NEA PR&R Commission
Mrs. Ellen Datcher	Classroom Teacher, Washington, D. C.
** J. Milton Belcher	Classroom Teacher, Baltimore, Maryland
Harold C. Hand	Professor of Education, University of South Florida, Floral City, Florida
** Rosemary D. Mazzatenta	Assistant Director, Prekindergarten Program, Philadelphia, Pennsylvania
Rosemary E. Murphy	Classroom Teacher, Philadelphia, Pennsylvania
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FOR IMMEDIATE RELEASE

Educational Revolution Hasn't Reached Peak Yet,
Says Educator in Teacher Career Month Lecture

SAN MARCOS, Tex., April 5--A former executive of the National Education Association stated here today that "the main wave of the educational revolution is yet to come," and predicted that tomorrow's teacher "is going to be a director of learning instead of a ladler of facts or alleged facts."

In an address to 1800 educators and laymen launching the national observance of Teaching Career Month during April, Dr. T. M. Stinnett, NEA assistant executive secretary for professional development and welfare, outlined the past and present status of education, and predicted massive overhauling in the foreseeable future. Dr. Stinnett is presently a visiting professor at Texas A. & M.

"Education for the future must be humanistic and humanizing," he stated in his First Annual Chair of Criticism Lecture, a series established in his honor when he retired from NEA last year.

Predicting "golden years ahead...especially for education and teachers," Dr. Stinnett warned against "conformism, timidity, and inflexibility." He pointed out that "teachers are already the largest single, specialized occupational group in our society, and that soon they will be among the most influential voter group." This vast, untapped reservoir of educators must take the lead in their profession as well as the events taking place in the social, economic, and political fabric of the nation.

(More)

"I do not discount the value of technology," Dr. Stinnett said, "but its major function must be to free the teacher for higher and better aspirations." Future education's "essence has to be the how and why each child can understand himself and his relation to other human beings, not just those of his particular social or economic class but to human beings wherever they may be in the world," he observed.

Tomorrow's teacher will be better trained and more thoroughly guided through the first years of internship, Stinnett predicted. "I expect to see widespread use of paraprofessionals and technology as means of reducing teaching to a manageable task," he said. He suggested that teachers will one day be bilingual or trilingual, with an opportunity for at least one sumester of study abroad.

On the subject of salaries, though doubting that higher salaries alone would be the prime motivation for attracting competent educators to the profession, Stinnett pointed out that "we have ample evidence that teachers' salaries are neither competitive with starting salaries for college graduates in industry, nor with pay scales of even unskilled or semi-skilled labor. Here is an alarming manifestation of our society's mixed-up value system." Calling for general federal support for public schools, Stinnett predicted that "with such support, a salary scale, universally applicable, nation-wide, would parallel that of industry for college graduates. Such a scale should start at $8,000 for the academic year." The needs of the time demand that "our schools shift to a year round basis."

Examining what he called "the cult of change," Stinnett warned against assuming that all theories of education in the past were bad, or that all innovations are necesarily good just because of their newness. Denigrating all that has happened in the past "as a dark and unfortunate episode in the evolution of man" could well result in our driving "headlong into the future with our eyes glued firmly to the rear-view mirror," he observed.

# # #

4/5/67

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Howard Carroll

FOR RELEASE: 9 A.M.
Tuesday, April 4, 1967

NEA Report On Baltimore Public Schools
Hits Hard On Neglect Of Negro Students

WASHINGTON, D. C., April 4--The National Education Association today called for the united action of Baltimore's power structure to check an alarming trend of educational decay in the city's public schools--particularly among Negro students--brought on by decades of inadequate financial support.

Unless public officials and the general citizenry are reawakened and an emergency effort made to "provide needed financial help," a special investigative committee warns in a hard-hitting report, the "current dangerous conditions" will grow even worse in Maryland's largest city.

Most of Baltimore's educational problems stem from the existence of slums in its Inner-City, which is predominantly Negro. The committee maintains teachers are underpaid, buildings are underequipped and undermaintained, and the schools are understaffed and underfinanced by the city.

"The majority of the public schoolchildren in Baltimore are the children of the poor--the vast majority of these are the children of the Negro poor," the NEA Committee pointed out, adding:

"These children live and go to school in the ghetto where they are trapped by housing restrictions, poverty and rigid adherence to the neighborhood schools."

Negro children, with all their other handicaps, are subjected to the handicaps inherent in the ghetto school environment--no play area, congestion, traffic,

(More)

and an impossible noise level--even the newer Inner-City schools have no acoustical insulation.

"This environment endangers their health--which is already tenuous at best--by subjecting them to uneven temperatures, draughts from broken windows, toilets and drinking fountains in dank, dungeon-like basements, the lack of cafeterias and food services, the lack of physical fitness space and facilities, and, of course, the daily fire hazard," the report sternly reminded.

A major problem of the Inner-City in recent years has been the displacement of middle-class whites, who have moved to outer limits of the city and to the suburbs, by economically deprived Negroes. As a result, the real property tax base is deterioriating along with the schools. Meanwhile, city services including police, fire, public health, and welfare go up as the slum condition intensifies. Contributing further to the decline of the Inner-City is the movement of industry to the suburbs.

Unlike many other Eastern cities, that have been losing some of their white population for 40 years, Baltimore did not experience this until the 1950's. Before 1954, Baltimore was a completely segregated city, and schools were segregated by law. Between 1950 and 1965, the white population in the city decreased by more than 183,000 while the Negro population increased by 157,000.

"Unless the present trend is altered, if the middle-class white children continue to leave the public schools at the present rate (11,000 to 12,000-a-year), within less than 15 years all of the children in the Baltimore public schools could be children of poverty, and at least 95 per cent of them will be Negroes," the committee predicted.

There are more de facto segregated schools in Baltimore today--124 of 160 elementary schools and 30 of 54 secondary and vocational schools--than there

(More)

were when the U. S. Supreme Court issued its school desegregation order in 1954, the report noted.

The failure to provide equal educational opportunities to children in all parts of the city was laid at the doorstep of the school administration which, the committee charged, responded to pressure and favored children whose "parents are college-oriented, articulate about their children's educational needs, and vocal in their demands."

For example, it was noted, of 26 sites authorized for new schools in recent years only four are earmarked for the Inner-City.

The committee said that the Department of Education, while justified in claiming it was operating with insufficient funds was, however, favoring a minority of the students while the majority, including those in the Inner-City, were "being educationally starved."

"Past school board budget requests presented to the city have been sadly deficient in giving a true picture of what the schools actually have needed in order to serve all of the children in Baltimore," the report stated.

Because of the drastic shortage of teachers, due to inadequate salary schedules and unfavorable teaching conditions, the school system, said the committee, is forced to hire many non-degree teachers and uncertified teachers. And only uncertified teachers--all of whom are Negroes--are sent to teach in the slum schools.

"No matter how hard they try, inexperienced teachers--one out of eight does not have a college degree--cannot hope to compensate for the inadequacies of the slum schools," said the committee. It added that it observed "many valiant efforts by teachers to overcome environmental handicaps, but the task is too great--and further inequality is the product."

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The special committee of NEA's Commission on Professional Rights and Responsibilities, representing a cross-section of educators from all over the nation, placed considerable emphasis on Baltimore's many dilapidated and antiquated school buildings.

Many school buildings are hopelessly outdated not only making them impractical for instructional purposes, but they are literally unsafe and pose a real safety hazard for thousands of children in the Inner-City.

A total of 84 schools were built before 1916, making them at least 53 years old and in September 1966, these buildings housed 57,675 children or 28.5 per cent of the school district's total enrollment. Seventy per cent of the children in these more than 50-year-old buildings are Negro.

Further, the committee says, in 1951, a school plant survey listed 31 schools as being "obsolete and unsatisfactory" and of these 25 are still in use. Fifteen of these schools are for Negro children, one for white children, and nine are integrated.

But worse yet, the committee reports, 34 of 58 school buildings recommended for "immediate or early abandonment" in 1921 in a survey by the Teachers College of Columbia University are still being used. Of these 34 schools--there were originally 35 but one was recently gutted by fire--27 are Negro schools; four are racially balanced; two are more than 80 per cent Negro; and one is for white children.

In one of these schools, the special committee was told: "The children here know they are receiving the worst of everything; they sense that nobody cares about them. They feel worthless."

Following are excerpts of some comments on the 1921 Columbia University Report. Since then, there have been no appreciable improvements made on these schools:

(More)

"This building should be abandoned soon for the instruction of white children...This building is a fire trap, without fire protection and without fire escapes...The principal of this school has great difficulty in persuading children to attend it...This building should be demolished at the earliest possible period."

Another school, built in 1850, was recommended for abandonment in 1921 "as soon as possible." The site was said to be totally inadequate with only 2.1 square feet per child for play area. The school is still occupied, but now it has only 1.5 square feet per child.

The committee urges city and school officials to take "emergency action" to replace the "ancient and dangerous" school buildings of the Inner-City. Several schools should be closed immediately, it declared, adding:

"Baltimore needs a 'crash program' of building, staffing and programming schools in the slum areas that will be so effective, attractive and keyed to the community needs that they will turn these areas from hopelessness and frustration to areas of promise and enthusiasm for the future of the city."

The committee charged that city officials have been aware of "these conditions in many schools" for more than 45 years and warned that "these officials will be held to account if the lives and well-being of many children are damaged or lost because of their (officials) neglect."

The report noted that the school budget has been slashed by the city administration year-after-year with some $6.8 million already recommended by the city director of finance to be cut in the proposed 1967-68 budget.

The special committee recommends that the mayor use his authority and influence to correct the deplorable school conditions as the "number one priority for continuing the revitalization of the city." At the same time, the committee

(More)

suggests that the city council "assume greater personal and official responsibility" for awakening their constituents to the needs of the school.

While calling for the cooperation of the city and school administrations, the press, professional education associations, and the business community to help improve the schools, the committee also urged individual citizens--through their participation in civil rights, civic, business, religious, educational and labor organizations--to unite in their efforts to uplift the schools.

"A coalition of these forces could constitute a political power block that would be a formidable force for the greatly needed changes and improvements in the Baltimore school system, particularly in the Inner-City," said the committee.

The committee says the city and the school system have three alternatives. They are:

- They can supply the money and creativity necessary to make the schools so good that the white children will be retained or attracted back to the Inner-City.
- Or they can make the schools so good that it won't matter whether the white middle class children come back or not.
- Or Baltimore can fail to fulfill its obligations to the children of poverty and pay the price in social consequences and wasted human lives.

The NEA special committee was asked to make the investigation by the Baltimore Public School Teachers Association and the Maryland State Teachers Association. Both teacher education associations invoked sanctions against the city last year "in an effort to halt educational decline" after, they said, the mayor and city council "failed to act and alleviate the school crisis."

The committee visited Baltimore last August meeting with city and school officials, other citizens, and officials of the PSTA and MSTA. In September, the committee split into teams and fanned out all over the city including the Inner-City,

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Intermediate Areas, and the Outer-Edge taking a first-hand look at some of the best and some of the worst schools.

# # #

4/4/67

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Mrs. Vivian R. Bowser	Classroom Teacher, Houston Texas and President-Elect of the Teachers State Association of Texas
Mr. Frank Dick	Superintendent of Schools, Toledo, Ohio
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Dr. Fred Vescalani	Professor, Educational Administration, Michigan State University, East Lansing, Michigan, and Past President of Michigan Education Association
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Mrs. Patricia K. Veguilla	Junior Technical Writer of the Commission
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3/30/67

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FOR IMMEDIATE RELEASE

NEA'S Human Rights Group Publishes
Complete Book List On Negro Feats

He came over on the Mayflower, shed his blood in revolutions, civil and world wars, and made his mark on American social, economic, cultural, and technological history. What manner of man is this Negro?

In the wake of what might be called the "Negro Renaissance," the past, present, and future of this nation's Negro citizen is rapidly unfolding in numerous publications. The most comprehensive and significant compilation of paperback books on the subject has been published by the National Education Association, titled "The Negro American In Paperback."

Developed by the District of Columbia Public Schools, and edited under the supervision of the NEA's Publication Division, the compilation is published by the Committee on Civil and Human Rights of Educators of the NEA's National Commission on Professional Rights and Responsibilities. Primarily intended as a guide and reference to secondary school teachers and students, "The Negro American in Paperback" will be useful to students, educators, and laymen on all levels.

No listing of books on outstanding Negroes would be complete without mention of autobiographies by Marian Anderson, James Baldwin, Sammy Davis, Jr., Martin Luther King, Althea Gibson, Dick Gregory, and Leroy (Satchel) Paige. These contemporary "greats" are included in addition to historical names such as Booker T. Washington and George Washington Carver.

(More)

The listing goes further, however, and includes the little-known histories of Marcus Garvey and his "back to Africa" movement; Frederick Douglass, ex-slave who earned fame as a great abolitionist, writer, and statesman; Negroes who fought valorously during the Revolutionary era; Hugh Mulzac, the first American Negro to win a master's license and command his own ship; and Father Josiah Henson, the Negro slave whose story served as inspiration for Harriet Beecher Stowe's classic "Uncle Tom's Cabin."

Few would deny that most American popular music, and much of modern dance found early roots in Negro culture, but many are not aware that Negroes have contributed to other phases of this nation's cultural heritage. The annotated list includes, for example, Arna W. Bontemps "American Negro Poetry," an anthology reflecting the past 75 years' achievements. Margaret Just Butcher's "The Negro in American Culture" describes the contributions of Negroes in literature, the theatre, and other arts. There are also books on slave songs and spirituals.

Of the many books listed that trace the history of the American Negro from pre-Mayflower days, Lerone Bennett, Jr.'s "Before the Mayflower; A History of the Negro in America, 1619-1964" is included, as well as Rayford W. Logan's "Negro in the United States: A Brief History." Benjamin Quarles' "The Negro in the Making of America" traces the influence of the Negro in the United States from pre-Revolutionary days to the sixties.

The search for identity, and understanding, is included in such books as "The Desegregated Heart" by Sarah Patton Boyle, a Southern white woman who writes of white and Negro participation in the civil rights movement. Ralph Ellison describes in "Invisible Man" the life of a Southern Negro who goes North to find his true identity. Also included in the listing is John Griffin's "Black Like Me," the startling details of his experiment to dye his skin and live in the South as a Negro. A scholarly approach is taken by William C. Kvaraceus

(More)

who describes the Negro concept of himself and the need for re-education of Negro youth. J. Saunders Redding's two books "On Being Negro in America," and "The Lonesome Road" describe the pathos and cruelty experienced by members of his race.

In addition to many historical surveys, the list includes several outstanding books describing current movements. Doris Saunders' "The Day They Marched" is a pictorial and documentary account of the August 1963 march on Washington. "Letters from Mississippi" by Elizabeth Sutherland includes letters from white visitors to the state. "When the Word is Given," by Louis Lomax, describes Malcolm X and the Black Muslim movement, as does E. U. Essien-Udom's "Black Nationalism."

The U. S. Civil Rights Commission report (5 volumes) is recommended for its detailed account of the civil rights movement on all levels of contemporary life. The role of the Negro in American history is outlined in a New York Board of Education report which includes an eight-page bibliography. Two other books take up the integration stories in Detroit and D. C. public schools. The issue of prejudice among Jews and Negroes is outlined in a collection of papers presented to a Jewish Social Studies symposium.

Since the early days of American drama, which shocked audiences with the presentation of "The Octoroon," numerous plays, films, and novels have been written about the Negro and his struggle for first-class citizenship. Howard Fast's "Freedom Road" is one of the notable fiction pieces based on Reconstruction Period, and Lorraine Hansberry's "Raisin In The Sun," winner of the 1958-59 New York Drama Critics Circle Award, is still being viewed by television audiences. William Kelley's "A Different Drummer" is a gripping novel of a Southern town and what happens with the sudden departure of its Negro population.

(More)

"To Kill a Mockingbird," also an outstanding motion picture, is suggested reading, as well as Richard Wright's "Native Son," a powerful novel published in 1941.

The list includes hundreds of prominent authors including Harry S. Ashmore, W. E. B. DuBois, Eli Ginzberg, Harry Golden, Sen. Jacob Javits, R-N.Y., Gunnar Myrdal, and Charles Wesley.

The committee charged with the responsibility of selecting the books included Joseph E. Penn, supervising director, Mrs. Elaine C. Brooks, and Mrs. Mollie L. Berch, both education specialists with the Department of History of the D.C. Public Schools.

If the purpose of the listing could be summed up by one book, that book might be Kenneth B. Clark's "Prejudice and Your Child." It is described as "A comprehensive, sound discussion of the various ways in which children acquire negative racial attitudes." If a child "really has to be taught to hate," as a song from the play "South Pacific" puts it, this listing of books may go far to teach the opposite.

# # #

3/30/67

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M. Ruth Broom

FOR RELEASE: Tuesday, March 28, 1967

NEA Executive Secretary Carr Named Fellow of
England's Oldest Organization of Teachers

WASHINGTON, D. C., March 28--William G. Carr, executive secretary of the National Education Association, has been named a Fellow, honoris causa, of the College of Preceptors, the oldest organization of teachers in England.

Titles as Charter Fellows are conferred each year on the anniversary of the granting of the Royal Charter to the College of Preceptors which was incorporated on March 28, 1849.

The total number of Charter List of Fellows, awarded to persons eminent in education, may not in any one year normally exceed eight. In 1966, only one American was singled out to receive this honor.

Dr. Carr was notified of his election to the eminent organization in a letter from J. Vincent Chapman, secretary of the College, in which he said, "note should be taken of the closer links which are developing between the United States of America and Great Britain and of the valuable contribution which you and your association are making in education to America, and consequently to education everywhere."

Publication of the 1967 Charter List of Fellows will be made in England today.

Carr, in addition to being executive secretary of the one million-member NEA, the world's largest organization of educators, is also secretary general of the World Confederation of Organizations for the Teaching Profession (WCOTP). The WCOTP is a non-governmental organization which includes approximately five million teachers in 90 countries.

# # #

3/21/67

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FOR IMMEDIATE RELEASE

NEA's 105th Annual Convention
To Feature Issues-and-Answers

Washington, D. C.--How should the National Education Association implement its expanding human rights program?

Should free public education reach down to all four-year-olds, or only to disadvantaged children of that age?

These are among some of the controversial issues that NEA delegates are expected to consider at the organization's 105th national convention July 2-7 in Minneapolis.

In keeping with the conference theme, "Individual Commitment to Professional Excellence," the 12,000 participants will spend this year an unusually large portion of conference time in shirtsleeve work sessions.

"It is the individual members who really set the policies--who chart the course--of the NEA," says Dr. Irvamae Applegate, president of the million-member organization. "Delegates to the convention have an opportunity, and a responsibility, to become better informed of NEA activities and to help decide where NEA should go."

With the emphasis on a better informed representative assembly, Dr. Applegate has set aside the last three days of the convention--Wednesday, Thursday and Friday--for business sessions.

For example, Wednesday morning, unlike previous conventions, will be devoted to a reading of the resolutions and the bylaw amendments--one day earlier than usual. At this session, delegates will be encouraged to present their views on the vital issues before the resolutions and amendments are formally presented for adoption on Thursday and Friday.

(More)

"I hope that by presenting the crucial business of the convention to the assembly one day earlier than in previous years, delegates will be in a better position to act wisely on the issues at the formal decision-making sessions," said Dr. Applegate.

Among other questions that conference participants may consider are:

How might the Federal government simplify administration of federal grants to education? Poorer school districts with small staffs and limited know-how now have considerable difficulty in preparing qualifying plans and then handling time-consuming reporting chores if they do receive the federal money.

Is the principle of separation of church and state being violated in the implementation of the Elementary and Secondary Education Act, especially in regard to free textbooks? Some public school educators assert there has been preferential treatment for private and parochial pupils in some places, whereas others consider the distribution equitable.

Should the NEA require members of its state affiliates and of all 33 NEA departments to belong also to the national parent organization?

With American society today largely urban, should NEA's growing urban services now be expanded dramatically?

Should teachers have "majority status" on all appointive NEA commissions, boards, and committees, since more than four-fifths of all NEA members belong to the Department of Classroom Teachers?

And then there is the question of a dues increase. NEA members will be asked to approve a $5 dues increase effective in 1968-69 to cover expanding NEA services.

At the opening session the evening of July 2, Dr. Applegate will address the assembly. A native of North Dakota, she earned advanced degrees at the University of Minnesota and became an outstanding educational leader in that state. The Minneapolis meeting will be one of only a few occasions when an NEA annual convention has been held in the home state of the organization's president.

(More)

Dr. Applegate, who will preside throughout the convention, will on the final day turn leadership over to the new president, Braulio Alonso, a high school principal in Tampa, Fla.

Elections for president-elect and two executive committee members will be held July 7. One candidate has announced for the office of president-elect, Mrs. Elizabeth D. Koontz of Salisbury, N. C., past president of NEA's Department of Classroom Teachers.

Five educators are seeking the two posts on the executive committee including two incumbents, Helen Bain, a speech and English teacher at Cohn High School, Nashville, Tenn., and Alfred G. Cordova, fifth grade teacher, Albuquerque, N. M. The three other candidates are: Helen Krause, classroom teacher and former superintendent and principal, Lincoln, Neb.; Andrew J. Mitchell, former classroom teacher and now principal of Boulder City Elementary School, Boulder City, Nev.; and Milton M. Senti, longtime English teacher but presently high school counselor in Pratt, Kan.

Dr. William G. Carr, NEA executive secretary, will deliver his 15th and final annual report on July 4. Dr. Carr, who will retire, will be succeeded Aug. 1 by Dr. Sam M. Lambert, now assistant executive secretary for information services.

Minneapolis has been the site of three previous NEA annual conventions--in 1875, 1902, and 1928. The association was formed in Philadelphia in 1857.

Group meetings will be held in several hotels, with general sessions in the city's new convention hall. NEA officers will stay in Radisson Hotel.

# # #

3/21/67

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FOR IMMEDIATE RELEASE

City Hall Reaps Major Blame
For Knoxville School Hassle

WASHINGTON, D.C., Mar. 8--Public education in Knoxville is in "serious trouble," an investigative committee of the National Education Association warns in a report issued today.

Although the school situation had been deteriorating for some time, it was severe cutbacks of the 1966-67 school budget that triggered the investigation. The report states, however, that "rising clearly above the financial difficulties is the remarkably callous indifference to the concept of public education shown by many elected city officials, the business interests, and apparently much of the citizenry."

While the investigative committee distributes responsibility for the school situation quite widely, it piles the major blame at the door of the Mayor and City Council.

In Knoxville, says the highly critical report, there not only is lack of understanding of the relationship between adequate financing and quality education, but also "blindness about the need for quality education to help create the economic progress which the power structure indicates it desires."

Seven outstanding teachers, superintendents, and school board members from seven states composed the special committee. They talked with 150 key Knoxville citizens concerning all aspects of the school controversy.

The investigation was requested by the 1,800-member Knoxville Teachers League (KTL) and the Tennessee Education Association(TEA). It was conducted under the

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direction of NEA's National Commission on Professional Rights and Responsibilities.

After the school budget cut, and just before the committee investigation, the KTL applied professional sanctions. It publicly censured the Mayor and City Council for "duplicity and gross bad faith" and voted to ask teachers to discontinue certain noncompensated, extracurricular school activities.

A "complicated skein of politics, people, and events," the report says, brought the Knoxville schools to the present "moment of decision." Among the elements have been: Knoxville's problem of assimilating 28 public schools and other facilities in 50 square miles of territory--about half of Knox County--that was annexed eight years ago; the city's contributing major portions of county operating funds; Knox County Court's power to determine school levies, which it has done "with little regard for city school needs"; and unsuccessful attempts to establish a city-county metropolitan government.

But the report places the main responsibility right back at City Hall. "If one sought to improvise a combination of factors calculated to cause educational turmoil in a community," it charges, "he could hardly improve on the example provided by the actions of the Mayor and City Council majority."

Part of this bad example, the report explains, was slashing the school administration's 1966-67 budget request of $15.9 million down to $14.2 million, following intermediary paring by the school board.

The one per cent "Sales Tax for Educational Progress" (STEP) passed in 1965 is another instance cited. The Mayor and Council merely used the sales tax money to replace property tax revenues previously apportioned to the schools, cutting these funds by 80 per cent, the investigative committee declared. The city government then "had the audacity" to suggest that the school board seek voter approval for a hike in city property tax rates if they needed more school money, it added.

Also at issue is the city's lack of success in collecting from the county some

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$300,000 still due as the city's portion of funds paid in lieu of taxes by the Tennessee Valley Authority (TVA) and certain area utilities. City Council's failure "to take prompt and vigorous action" to get these funds is "one of the most amazing chapters in the Knoxville story," says the report.

The city government's attempts at item-by-item control of the school budget was hit by the investigative committee as unjustifiable interference with the school board's responsibilities.

The committee reserved some chastisement for organized groups and agencies in Knoxville. There has been little apparent effort by them, it asserted, to cooperate effectively "in pursuit of goals which all evidence a desire to achieve."

The hassle calls attention to some glaring shortcomings in the Knoxville schools. For example:

- Teacher salaries ranked 115th in a national study involving 127 school districts of comparable size. Starting salary for certified teachers with a bachelor's degree is $4,550.
- Knoxville's per pupil expenditure relative to per capita income is below the U.S. and Tennessee averages, and below the average in several other border and southern states--Mississippi, for instance.
- Only 18 per cent of the 4,000 eligible children are provided kindergarten facilities.

The investigative committee offers 23 recommendations--to the school board and superintendent, Mayor and Council, Chamber of Commerce, local newspapers, citizens and civic groups, and the KTL and TEA.

The committee suggests, for example, that the school board and superintendent be given the greatest degree of fiscal independence that state law permits. It suggests that procedures be developed for giving the Mayor and Council a full picture of school needs, but that the Mayor and Council "scrupulously avoid" item budget control.

The committee recommends that teachers and the KTL be given a voice in determining school policy. Lay advisory committees should be established to advise the board concerning school programs and plant as well as finance. Comprehensive information programs should be developed both by the schools and the teacher organization.

# # #

3/8/67

Special Committee for Knoxville School Investigation

Mrs. Gertrude Barnstone--------Member, Board of Education, Houston, Texas

Mrs. Mary Collins----------Teacher; President, Arlington Education Association, Arlington, Virginia

Mr. Nicholas Duff----------Teacher; President, Minnesota Education Association, Wayzata, Minnesota

Mrs. June Pittenger----------Teacher; President, Florida Classroom Teachers Association, Daytona Beach, Florida

Dr. Walter Snyder----------Superintendent of Kanawha County Schools, Charleston, West Virginia

Mrs. Margaret Tate----------Member, Board of Education, Louisville, Kentucky

Mr. Thomas Watkins----------Superintendent of Schools, Ambler, Pennsylvania

Staff Assistants to the Special Committee

Richard L. Morgan, *Coordinator* Associate Legal Counsel, NEA PR&R Commission

Oscar E. Thompson----------Associate Executive Secretary, NEA PR&R Commission

Gloria Dapper----------Technical Writer

Cavit Cheshier----------Assistant Executive Secretary, Tennessee Education Association

Jane Power----------Editorial Assistant, NEA Publications Division

3/8/67

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FOR IMMEDIATE RELEASE

Briefs from the NEA Journal

Speech Education Important In Major Aspects Of Life

WASHINGTON, D. C.--Hamlet admonished a troupe of travelling actors to "Speak the speech, I pray you, as I pronounced it to you, trippingly on the tongue." Today, four centuries after Hamlet, educators are increasingly aware of the need for speech education and some of them voice their opinions in the March issue of the NEA Journal, official publication of the National Education Association.

Speech education is neither accidental nor incidental, according to Pearl H. Faulk, speech supervisor in the Tulsa, Okla., public schools, and Wanda B. Mitchell of the Speech Arts Department in Evanston, Ill., Township High School. Both emphasize the practical application of good speech patterns, pointing out that speech curriculum can affect the understanding of political, social, economic and cultural aspects of living. Both strongly urge that a speech course should, ideally, be conducted by experts in the field and "deserves a specific time allotment in the curriculum."

Elizabeth Worrell, speech professor at Northeast Missouri State Teachers College, reviews the development of "readers theatre," an oral interpretation technique made popular in the early '50's by actor Charles Laughton. The technique eliminates stage props, costumes, and set designs, depending entirely on the reader's ability to project the author's meaning through words. Reminiscent of the classic Greek dramas, which used choruses to dramatize the action, the modern day readers theatre also includes group choral work for certain types of prose, poetry, and drama readings.

Ruth I. Golden, director of the Changing Dialects Research Project in Detroit, describes current efforts to re-train students whose speech patterns may affect their education and later professional lives. "Our aim is not to impose literary English into the speech situation," Mrs. Golden explains, "but simply to help the children acquire an acceptable, informal set of speech patterns that will serve them well in most situations."

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Teachers Agree Computers Helpful;
But Won't Affect Class Size

WASHINGTON, D. C.--More than 50 per cent of a group of educators polled by the Research Division of the National Education Association agree that technological teaching devices will improve the quality of education. At the same time, 60 per cent do not believe that these electronic aids will affect the present teacher-pupil ratio.

The Teacher-Opinion Poll, published in the March issue of the NEA Journal, the association's official publication, points out that the 1966 findings, compared with the results of a similar survey taken in 1961 "show that substantially more teachers today hold definite opinions about the role of technology in education," but that the proportion of those pro and con are essentially the same as five years ago.

The "cautious optimism on the part of teachers as a group toward the role of technology in improving the quality of education" would seem to indicate that the majority hold to the theory that you can't find a good substitute for a really good teacher.

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3/8/67

Education Commission Set Up
To Aid Individual States

WASHINGTON, D. C.--"A major task of the Education Commission of the States is to see that state departments of education become strong and effective," according to Wendell H. Pierce, executive director of ECS and former superintendent of schools in Cincinnati.

Writing for the March issue of the NEA Journal, official publication of the National Education Association, Pierce explains the purpose and organizational structure of the recently formed Commission made up of state governors, legislators, educators and laymen.

"The Education Commission of the States is not anti-federal--but pro-state; its mission is not to take away the impact of federal programs in education, but to improve and increase state participation," Pierce writes.

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3/8/67

Howard Marks Century Of Growth;
Grads Include Many Noted Alumni

WASHINGTON, D. C.--The March issue of the NEA Journal, official publication of the National Education Association, salutes Howard University on its 100th anniversary. Located in the nation's capital, Howard has grown from a student body of four in 1867 to its current enrollment of 11,500.

Predominantly Negro, Howard's enrollment consists of 15 per cent white students "and their number is increasing." One out of seven is a foreign student, giving the university one of the highest ratios of students from abroad. Howard's status in the higher education community is high. Attesting to the excellence of its curriculum are these statistics:

- More than half of the nation's Negro physicians, surgeons, dentists, engineers, and architects are graduates of Howard. More than 25 per cent of all Negro lawyers in America studied there.
- Some of Howard's distinguished alumni include Sen. Edward W. Brooke (R.-Mass.); U.S. Solicitor General Thurgood Marshall; Deputy Assistant Secretary of State Samuel Z. Westerfield; Shelton B. Granger, Deputy Assistant Secretary of State and a former Deputy Assistant Secretary of Health, Education, and Welfare; and U.S. Ambassador to Luxemburg Patricia R. Harris.

"Those involved in planning Howard University's future aim to provide students of tomorrow with an institution of higher learning that is first-class in every respect," according to Howard's president, Dr. James M. Nabrit, Jr.

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For Immediate Release

Sam Lambert Named Executive Secretary of NEA;
Will Succeed William Carr on August 1

WASHINGTON, D.C., March 2--Sam M. Lambert, champion of the classroom teacher throughout his 17 years of service to the National Education Association, was named today to the top executive post of the one-million-member teachers' professional association.

His appointment as Executive Secretary which becomes effective August 1, was announced this morning at a staff convocation by F. L. Schlagle of Kansas City, Kansas, chairman of the NEA Board of Trustees.

The 53-year-old former West Virginian was chosen by the trustees, following a six-month nationwide canvass of candidates to succeed Executive Secretary William G. Carr who announced last fall his intention of retiring this year. The search was conducted by a blue-ribbon screening committee of distinguished educators headed by Martin Essex, superintendent of public instruction of Ohio.

Lambert moves up from a two-year stint in the cabinet-level post of Assistant Executive Secretary for Information Services where he has had administrative responsibility for the NEA Journal and other publications, the research division, and press, radio, motion picture, and television activities.

Before his elevation in 1965 to the cabinet, Lambert had served the Research Division since 1950, becoming its director in 1956. In that capacity he automated the division with sophisticated data processing and other electronic equipment, and developed scientific sampling techniques for education surveys which placed NEA on a par with other opinion-polling agencies of the country.

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Under his direction, the Research Division continued to produce its nationally-recognized annual studies of teacher salaries, teacher supply and demand, and rankings of the states by various statistical criteria.

But Lambert felt facts and insights were needed on other new or perennial problems of education. One result was the annual "Financial Status of the Public Schools," a document similar to the business corporation's annual report which summarizes for the current year the achievements and future obligations in financing American education.

Another is the detailed factual "profile" of the American public school teacher--a collection of statistics on teachers unmatched by any other profession--which is published every five years.

A third is the series of regular samplings of teacher opinion on such controversial issues as teaching about communism, national testing programs, teachers in politics, sex education, homework, class size, and ability grouping.

A former teacher of mathematics and social studies in Bluefield, West Virginia who went on to spend most of his career in educational administration, Lambert has spelled out in many speeches and articles his commitment to the teacher-in-the-classroom and his faith in the "new breed" of teacher.

In a widely-discussed 1963 NEA Journal article, he coined the phrase "Angry Young Men in Teaching," and demanded a better break for the male teacher who, he said, is "fed up with working nights, weekends and holidays trying to make ends meet on a teacher's salary."

He believes NEA's primary mission is to enable teachers of both sexes to assume their rightful roles in American society as solidly-prepared, properly-compensated, influential careerists--a conviction he outlined in the December 1966 issue of the NEA Journal.

Predicting that NEA in years to come would be an increasingly "action-oriented"

organization, he wrote that the Association will be "even more militant in protecting the rights of teachers and far more aggressive in campaigns for improved salaries and other economic benefits; it will have a greater social consciousness and a willingness to tackle almost anything that is basically wrong in education."

He declared, however, that in carrying out these goals "NEA will use the channels and procedures of a profession, not those of a union."

As part of his personal preparation for the new post which he will take over in August, he plans to take at least one month to visit and talk with teachers, principals, and superintendents of schools in every part of the country.

"I want to use this as a first-hand refresher course," he says, "on what's going on in schools and what the problems of typical teachers really are."

Something that has been on his mind for a number of years and which he considers one of the things "basically wrong" in education has been its financing.

Back in 1958 when total educational expenditures were about $14 billion per year, Lambert was saying they would have to double by 1970. His prophecy has already come true. This year, total estimated expenditures for education will be almost $28 billion, and the figure is rising by $1.6 billion per year.

In public and private talks and in testimony before U. S. Congressional committees, Lambert has frequently pointed out that education is such a good investment in economic growth and national welfare that people ought to be buying a much better brand of it. And as a corollary to this proposition, he says the public ought to be getting a better return out of what is being spent.

He proposed in 1961 a six-year minimum program of preparation for all incoming teachers which would provide four years of general education with "some exposure to every major field of knowledge" followed by two solid years of what and how to teach, including thorough grounding in psychology and the new theories on the teaching-learning process. In depth and scope, he would have this program comparable to that

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of the Harvard School of Business.

Such a program, he believes, would produce teachers far more effective than the present beginner who enters a classroom armed only with a bachelor's degree. The better-prepared teacher would rate a beginning salary of $8,000-$9,000 and would be making $18,000-$20,000 by the end of his career. Lambert believes the American public would gladly foot the bill for such a program when they understood its benefits for their children.

Still considering education's economic balance sheet, he is far from convinced that every child should be forced to spend 12 years in school "moving from his ABC's to Chaucer" just because "that's the way we've always done it." He thinks that perhaps as many as 20 percent of today's youngsters could complete school in 10 or 11 years, thus providing some economies in school financing.

He also worries about the child who doesn't learn to read in the early grades and who falls further behind each year. Such a child may take 14 years to get through school--if indeed he doesn't become completely frustrated and drop out.

Some years ago, Lambert proposed a summer-months program of intensive remedial work in reading for youngsters like this. Three such sessions in consecutive summers for one child, he reasons, would cost only about one-third as much as keeping him an extra year in school.

A rugged six-footer who likes to work in shirtsleeves, Lambert illustrates his points with homely pungency. Pointing out that excellence in education must depend on how Americans choose to allot their money, he is apt to recall that in his modest Washington, D.C. neighborhood, every family has two cars and some have three--"one for father, one for mother, and one for junior to drive six blocks to school." In fact, says Lambert, there are so many cars in his block you can't find a parking space after 6 p.m.

His wit, however, can be barbed. He notes that the national bill for education

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averages out to something like 58 cents per pupil per hour--about the same as the going rate for baby-sitting.

For 58 cents, he says the educational establishment is providing "a safe and reasonably comfortable building, all furniture, all utilities, a low-cost lunch, two-way transportation for those who need it, and a fairly good grade of entertainment with spectaculars on weekends." Anything the child learns, he comments wryly, could be considered a "residual benefit."

For comparison he points to the "least expensive" form of child care: baby-sitting by a neighbor's 15- or 16-year-old daughter at 50 cents an hour. In this case, the parent "provides the house, the furniture, a TV in good working order, and pays the telephone bill. Frequently the parent also has to provide portal-to-portal transportation and a well-stocked refrigerator."

From my point of view, says Lambert, "education would be a pretty good deal at twice the hourly cost."

Lambert received his bachelor's and master's degrees from West Virginia University in Morgantown, working his way through in the early years by carrying newspapers, a job in those depression days eagerly sought by college students and even men in their 20's and 30's. He took his doctor's degree from George Washington University here.

Before joining the NEA staff, he directed research and school planning for the West Virginia State Department of Education and later served as director of research and public relations for the West Virginia Education Association. During World War II, he spent two years on the War Savings program of the U. S. Treasury where one of his jobs was to serve as financial correspondent for West Virginia newspapers.

He was born in Canebrake, West Virginia but spent most of his early life in Bluefield where his father was a merchant, and for a time assistant tax commissioner

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of the state. Both of his sisters teach mathematics, one in Virginia, one in West Virginia, and his brother, a businessman, is mayor of Bluefield.

He and his wife, Juanita, have two daughters--Mrs. Jack Palmer, whose husband is a statistician with Union Carbide in Charleston, West Virginia where they live with two small sons, and Rebecca, a 16-year-old junior in high school here.

# # # # #

Note: Members of the NEA Board of Trustees, in addition to Schlagle, are: NEA President Irvamae Applegate, dean of the school of education, St. Cloud State College, Minnesota; Clarice L. Kline, teacher, Waukesha High School, Waukesha, Wisconsin; Lois V. Edinger, assistant professor, University of North Carolina, Greensboro; and W. W. Eshelman, superintendent of schools, School District of Upper Dublin, Fort Washington, Pennsylvania.

Members of the Screening Committee, in addition to Essex, included: Mrs. Helen Bain, speech and English teacher, Cohn High School, Nashville, Tennessee; Mabel M. McKelvey, social studies teacher, Berlin Junior High School, Berlin, New Hampshire; Dix W. Price, executive secretary and general counsel, Arizona Education Association, Phoenix; and G. Baker Thompson, superintendent of Delaware County Schools, Media, Pennsylvania.

3/2/67

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FOR RELEASE: 6 P.M. EST
Saturday, February 18, 1967

Report Card Receives Failing Mark;
New System Proposed By ASCD Group

WASHINGTON, D. C., Feb. 18--The school report card, long the basis for parental praise and paddlings, may be destined to go the way of the woodshed.

Seeking its extinction is the Yearbook Committee of the Association for Supervision and Curriculum Development, which has just published a book advocating a "bold new start" in this field.

The proposed system is aimed at getting the record-keeping job "off teachers' backs" and improving the teaching-learning situation; accumulating fewer but more meaningful records; funneling all reporting, to parents and others, through faculty student advisers; and continuously feeding back information to guide teaching, curriculum planning, and development of educational policies.

Present marking-grading-testing procedures are the "sick man of education," the ASCD, a National Education Association department, charges in its 1967 yearbook, "Evaluation as Feedback and Guide." They form a "cramping, distorting system" which is a "nuisance to good teaching and learning." These methods motivate "an ant-pile of scramblers, fighting one another for the few positions of safety."

"Instead of speeding progress," Arthur W. Combs, ASCD president, says in the foreword, "our concepts and practices of evaluation often mislead us or waste our energies in endless numbering of things that do not matter."

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Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

Grades now represent a potpourri of subject-matter achievement, pupil's rate of progress, class citizenship, work habits, attitudes of both pupil and teacher, neatness, and administrative and community pressure. And "no one reviewing a grade is able to move backwards and to unravel the single score into the original strands which served to create it," the yearbook says. No two persons interpret a grade the same way.

Nevertheless, the school, parents, colleges, employers, and the public place great reliance on these grades and the tests from which they stem. For example, a single item on a test could decide the question of draft deferment for a student by putting him one point below the cutoff line.

Students are almost forced to "work for a grade" if they expect to get into a college of their choice, get a good job, please their parents, and reach other objectives. This situation often leads to emotional stress which, at best, becomes a deterrent to real learning.

The committee concludes it is high time to throw out these outmoded methods--methods the school and community have long embraced.

"One hundred years ago," says the yearbook, "every practical schoolman was equally convinced that the only way to teach a boy Latin was to beat him. But when the beating stopped and better incentives were found, the boys learned better than ever."

In the 283-page book, the NEA group charts one route to a revolutionary substitute for the present approach. The writers believe that the new plan, which has "diagnostic teaching" and pupil motivation and self-evaluation among its keystones, would be decidedly more effective--and become more palatable--for colleges, employers, parents, teachers, students, and everyone else concerned.

"All this may sound almost sentimentally soft," the ASCD writers note. "It is not so. It is not mere nice-Nellyism to estimate that a classroom, freed of the old loading of judgment-making," can become an immensely better place for teaching and learning.

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While the ASCD Committee is convinced the present evaluation system is so bad it must go, it is not so sure it has a full answer for its replacement.

"This new proposal is not a finished product--in fact, it is a groping first effort," Fred T. Wilhelms, the yearbook editor, stresses. "But we believe we have taken a long, long step in the right direction."

Dr. Wilhelms explains that ASCD committee members have been trying out the essential features of the program in three junior high schools in a suburban Philadelphia system and they have been enthusiastic over the results. They are convinced that the system could be used just as effectively in elementary schools and high schools.

The yearbook writers do not foresee, nor suggest, an abrupt switch from the old report system to the new evaluation plan. Rather, they recommend continuing the old grading-marking system as long as needed during the estimated five years it will take a school district to get the new plan into full operation.

Here are major features of the proposed plan, as outlined in the yearbook:

- An evaluation committee, which might include department heads and a few outstanding teachers, determines what objectives of each course are worth evaluating "for the record"--that is, for college entrance and placement uses, and the guidance of employers, parents, and others. These objectives may cover such areas as critical thinking, work habits, writing competence, independent reading, interests, and relationships with other students, as well as knowledge.
- The evaluation committee decides on the best ways to get at this evaluation. Dr. Wilhelms noted that knowledge of the "law of thermodynamics," for example, is easier to measure than a student's "spirit of inquiry," but a satisfactory measure of the latter can be found. A guiding principle is that all major school objectives--not just knowledge of facts--must be evaluated. The practice of "grading everything in sight" and making it all part of the student's record is replaced by emphasis on much fewer but more meaningful record items.

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- When students submit the papers such as themes and tests that are to become part of their record--and these are required infrequently--these are identified only by a code until after they are scored. The papers are customarily not evaluated by the student's own teacher but by two other teachers in the same department. If the scores, independently arrived at, are too far apart, the department head reviews and resolves the matter.
- All data for the record are channeled to the student's adviser, whom the student has had a voice in selecting. Each adviser has from about 20 to 35 students.
- Information about the student--for parents, colleges, employers, and others--goes out from this adviser. In the case of parents, the adviser likely will conduct individual conferences with them, phone them when there is something especially important to report, mail them comments on how their child did on tests or projects for the record. Individual teachers may go to the adviser for a comprehensive picture of a particular student's status and capabilities.
- The teacher, freed of major record-keeping responsibilities and no longer tempted to teach for tests, can concentrate on more significant teaching. He may still use tests and grades within the classroom, if he wishes, but these become only day-to-day teaching tools. He can pursue "diagnostic teaching"--"help students identify specific learning they need, and then help them plan and set up experiences to achieve these learnings." For their part, students can, with teachers' help, begin to develop self-evaluation and self-direction abilities. Having sounder motivations than when they were working mainly for grades, they can "turn on the voltage" of learning.
- Evaluation provides constant feedback which not only helps the teacher do a better job but also guides decision-makers in respect to curriculum and educational policy changes. At present, the yearbook says, shifts in curriculum and policy that "result from changing styles of opinion often rest on about as much rationality as the annual decrees from Paris on the lengths of women's skirts."

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Chapters in the yearbook were written by Walcott H. Beatty, professor of psychology, and Rodney A. Clark, professor of education, San Francisco State College; Clifford F. S. Bebell, professor of education, Southern Colorado State College, Pueblo; Paul B. Diederich, Center for Psychological Studies, Educational Testing Service, Princeton, N. J.

Also Jack R. Frymier, associate professor of education, Ohio State University, Columbus; Dorris May Lee, professor of education, Portland State College, Portland, Ore.; Frances R. Link, coordinator of secondary education, Elkins Park, Philadelphia; and Dr. Wilhelms.

2/18/67

NOTE: For press use only, a limited number of copies of "Evaluation as Feedback and Guide" is available from the Division of Press, Radio, and Television Relations, National Education Association, 1201 16th St., N.W., Washington, D. C., 20036. For other purposes the 283-page hardback volume may be purchased for $6.50 from the Association for Supervision and Curriculum Development at the above address. Please mention Stock No. 610-17700.

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

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February 16, 1967

MEMORANDUM TO: All Concerned

SUBJECT: AASA Position on National Assessment.

The attached press statement was issued by Dr. Harold Spears, president of the American Association of School Administrators, and spells out AASA's position on national assessment.

The action was taken on the closing day of the 99th annual convention of AASA yesterday in Atlantic City, N.J.

Howard J. Carroll
Assistant Director
Division of Press, Radio, and
Television Relations

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FOR IMMEDIATE RELEASE

AASA Spells Out Position
On National Assessment

ATLANTIC CITY, N. J., Feb. 15--The American Association of School Administrators, in convention in Atlantic City today, endorsed the previous stand of its Executive Committee opposing the national assessment program until such time as a joint commission could examine the purposes, techniques, instruments and proposed use of results of this program.

To this end, the Executive Committee has authorized the appointment of a committee of five members of AASA to meet with an equal number from the Exploratory Committee on Assessing the Progress of Education; these ten to select five more members representing other professional organizations and the general public.

AASA's opposition has been based on lack of information on the proposed testing procedures in connection with national assessment and concern regarding standardization of school curriculum by a national testing program.

Previous meetings between representatives of the AASA, National Education Association, the U. S. Office of Education and the Exploratory Committee, have resulted in agreement that there is a need for more accurate information about the nature of the proposed national assessment program.

The Office of Education, which is seeking funds in the 1968 budget to collect test data from the schools so that it may report to Congress on the evaluation of major federal programs, has agreed not to commit itself to the national assessment for this purpose until after the Review Committee has discussed the proposed program and its results.

# # #

2/16/67

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Feb. 13, 1967

FOR IMMEDIATE RELEASE

Merger Conditions For Southern Affiliates Clarified By NEA Executive Committee

WASHINGTON, D. C.--The Executive Committee of the National Education Association, in its mid-winter meeting at Atlantic City, N.J. on Feb. 10, spelled out conditions of merger for those state affiliates in the South which may still have dual associations as of June 1, 1967.

Four states--Florida, Tennessee, Texas and Virginia--have already merged in compliance with NEA mandates of 1965 and 1966. Seven states--Alabama, Arkansas, Georgia, North Carolina, South Carolina, Mississippi and Louisiana--have not yet fully met all requirements of the NEA directives.

Under the unanimous resolution, which was unanimously supported by the 100-member NEA Board of Directors, those state associations which will not be merged by June 1, 1967, must submit to the Executive Committee by May 1, 1967, additional written evidence of their jointly developed and jointly approved arrangements for producing merger.

These materials must include the following topics with a schedule of target dates for action: name of new association, staff, officers, assets and liabilities, local affiliates, representation, committees and commissions.

According to NEA President Irvamae Applegate of St. Cloud, Minn., who presided at both the meetings of the Executive Committee and the Board of Directors, the Executive Committee will meet in Washington, D. C., May 21-22 to evaluate this evidence.

Between that date and June 1, the Executive Committee will institute disaffiliation proceedings in those states where merger has not been consummated or a merger plan satisfactory to the Executive Committee has not been jointly approved.

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2/13/67

2/10/67

NEWS from the National Education Association
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FOR IMMEDIATE RELEASE

Dr. Carr Among World's Educational Leaders
Selected to Plan International Conference

WASHINGTON, D. C.--William G. Carr, executive secretary of the National Education Association, is among 28 of the world's most distinguished educators who will meet later this month to prepare the agenda for an international conference on education next October.

In calling for the World Conference on Education in a speech last October at the East-West Center in Hawaii, President Johnson asked HEW Secretary John Garnder "to invite a number of the world's leading educators to join in these preparations."

Planning sessions for the World Conference on Education, February 15-18 in Williamsburg, Va., have been arranged by Dr. James Perkins, President of Cornell University.

Carr, who is also Secretary-General of the World Confederation of Organizations of the Teaching Profession, (WCOTP), will join with such internationally renowned educators as Sir Eric Ashby, Clare College, Cambridge, England; Philip H. Coombs, Director, International Institute for Educational Planning, Paris, France; Gabriel Betancur, Minister of Education, Bogota, Colombia; and John H. Fischer, president, Teachers College, Columbia University, in developing the program for the worldwide educational conference.

President Johnson, in his October speech at the East-West Center in Hawaii, alluded to the International Education Act of 1966, and said it "will strengthen American universities as centers of international learning," adding: "This Act promises a stronger emphasis at every level of American education upon giving learning an international dimension."

(More)

Carr, who testified before a Congressional Task Force on International Education last April, declared that legislation aimed at improving international understanding should provide for better preparation of elementary and high school teachers.

Speaking in support of the International Education Act of 1966, Carr said: "If we wish enlightened public interest and responsible public participation in the formation of foreign policy, we must give attention to those places where most of the people are educated."

Carr told the Congressional Committee that NEA has almost a million members and, with the combined membership of its 8,500 state and local affiliates, represents about 90 per cent of the nation's school teachers and administrators in addition to a substantial percentage of the faculty in higher education.

In addition to his work with WCOTP, a non-governmental organization which includes approximately five million teachers in 90 countries, Carr served as Rapporteur-General at an international conference on education last October in Paris.

At that time, the conference approved a Magna Charta for teachers. The document, approved unanimously by delegates to Unesco from nearly 80 nations, has been likened in importance to the breakthrough in federal support for education in the United States.

2/10/67

Other educators who are attending the Williamsburg Conference are:

Raymond Aron, Professor
Ecole Pratique des Hautes Études
Centre de Sociologie Européene
10, Rue Monsieur-le-Prince
Paris 6e, France

Stephen J. Wright, President
United Negro College Fund, Inc.
55 East 52nd Street
New York, New York 10022

Harrison Brown, Professor
California Institute of Technology
Pasadena, California 91109

Friedrich Edding, Director
Institut fur Bildungsforschung
in der Max-Planck-Gessellschaft
1 Berlin 31 - Wilmersdorf
Blissestrasse 2, Germany

Lionel Elvin, Director
University of London Institute of
Education
Malet Street, W.C. 1

Frederick H. Harbison, Director
Industrial Relations Section
Princeton University
Princeton, New Jersey 08540

The Very Rev. Theodore M. Hesburgh
President, University of Notre Dame
Notre Dame, Indiana 46556

Torsten Husén
Teacher Training Institute
University of Stockholm
Stockholm, Sweden

W. Keith Kennedy
Associate Dean
College of Agriculture
Cornell University
Ithaca, New York 14850

Alexander King, Director of
Scientific Affairs
Organisation for Economic
Cooperation and Development
2, Rue André-Pascal
Paris XVIe, France

L. S. Kothari, Professor
University of Delhi
Delhi 7, India

Alex A. Kwapong
Vice Chancellor
University of Ghana
Legon, Ghana

Constantine K. Zurayk
American Univ. of Beirut
Beirut, Lebanon

Choh-Ming Li, Vice Chancellor
The Chinese University of Hong Kong
677 Nathan Road - Howloon
Hong Kong, China

Arthur T. Porter, Principal
University of East Africa
Nairobi, Kenya, East Africa

Heimen G. Quik, Director General
Netherlands Universities Foundation
for International Cooperation
The Hague-27 Molenstraat, Netherlands

Wilbur Schramm, Director
Institute for Communication Research
Stanford University
Stanford, California

William Schuman, President
Lincoln Cntr. for the Performing Arts
1960 Broadway
New York, New York 10023

Nobushige Ukai, President
International Christian University
Tokyo, Japan

Puey Ungphakorn, Dean
Faculty of Economics
Thammasat University
Bangkok, Thailand

Logan Wilson, President
American Council on Education
1785 Massachusetts Avenue, N. W.
Washington, D. C. 20036

Marcel Roche
Director
Instituto Venezolano de
Investigaciones Cientificas
Caracas, Venezuela

Feb. 1, 1967

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FOR IMMEDIATE RELEASE

Briefs from the NEA Journal

Computer Makes Mark in Classroom;
But Its Success Depends on Teacher

WASHINGTON, D. C.--Ar You Wrkng With Th New Computer Yt?

This is the caption under one of several cartoons included in the February issue of the NEA Journal, official publication of the National Education Association. The issue devotes 18 pages to teaching with computers, plus two additional articles dealing with the effect of computers on education.

The seven experts on the uses of computers for educational purposes all agree with Patrick Suppes, philosophy and statistics professor at Stanford University, who stresses the importance of the teacher, with or without the computer. "The affect and feeling of the (computer) program will depend on the skill and perceptivity of those responsible for constructing it," Suppes notes.

Computer devices used as teacher and administrator aides, as an information center, as counselors, as an adjunct to higher education are accepted facts in the teaching profession today. One article predicts that, by 1970, over half of all American colleges may well have computers. The use of these machines, and how they assist teachers in the performance of their professions, remains yet to be seen.

In addition to the Suppes' article, the Journal features a survey of electronic data processing (EDP) and its use by school administrators. According to Stephen J. Knezevich, associate secretary, American Association of School Administrators, "In the years ahead EDP will have as profound an effect upon the administration of public education as it has today in the worlds of science, government, and business."

Other articles in the Journal include: "The School Information Center," by Frederick L. Goodman; "The Computer-Assisted Counselor," by John W. Loughary; "The Systems Approach," by Ralph A. Van Dusseldorp; "The Educator and The Industrialist," by Robert E. Slaughter; and "Higher Education and the Computer," by John Caffrey.

# # #

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NEA Civil Rights Fight
Has Long History

WASHINGTON, D. C.--As long ago as 1943--some 11 years before the U. S. Supreme Court struck down school segregation--the National Education Association adopted a policy of meeting only in cities that provided NEA delegates with equal accommodations regardless of race.

This and several other examples describing the NEA's "fight for civil rights" are contained in an article in February's issue of the NEA Journal, official NEA publication.

Presented as the Journal's recognition of Negro History Week (February 12-18), the article points out that "NEA conventions have always served as a forum where speakers of all races have found a platform." The celebrated Negro leader, Booker T. Washington, to cite one of numerous examples, was a featured speaker at NEA conventions in 1884, 1896 and 1904.

As a matter of fact, in 1857, the year the nation's highest court ruled that Dred Scott was a property, Robert Campbell, another Negro, became a charter member of the National Teachers Association--forerunner of the NEA, the article notes.

Numerous other examples of NEA's fight for equal opportunity are cited in the article including the employment of staff at NEA here on a non-discriminatory basis well before the nation's capital as a city was integrated.

Another was the financial support pledged to teachers who faced dismissal or loss of pay because of school integration. In the celebrated Little Rock school closing, for instance, the NEA pledged $250,000 to make up for any loss of pay by teachers. And when 44 Negro and white teachers were threatened with dismissal for advocating integrated schools the NEA pledged additional funds to sustain them while they fought for reinstatement.

# # #

2/1/67

Special Classes Favored For Children
With Severe Behavioral Problems

WASHINGTON, D. C.--Nearly 72 percent of the nation's public school teachers are in favor of special teachers or classes for children with severe behavioral problems, according to a recent poll of elementary and secondary educators.

The sample poll, conducted by the Research Division of the National Education Association, indicates that only one-fifth of those surveyed are in favor of using more discipline or even removing problem children from their present schools. The teacher-opinion poll is included in the February issue of the NEA Journal, official publication of the NEA.

Opinions differed slightly between elementary and secondary teachers on the question of special classes as opposed to special schools--more elementary school teachers recommending special classes in the present school, and secondary school teachers leaning toward special schools.

The size of the school affected the voting too. Teachers in smaller systems favored using specialists and special classes, whereas teachers in large systems recommended special schools for the severely troubled pupils.

# # #

Spanish-Speaking Children in Southwest
Handicapped By Bilingual Problem

WASHINGTON, D. C.--When a child realizes that his language, his culture, and further that even his name is "wrong" he can be expected to lose all self-love and confidence. He is destined to become a school-life dropout.

The February issue of the NEA Journal, official publication of the National Education Association, carries a survey by Maria Urquides, dean of girls, Pueblo High School, Tucson, Ariz., of the critical dropout problem of Spanish-speaking children in the Southwest and what some school systems are doing about it.

Confusion, failure, and frustration are the lot of nearly a million Spanish-speaking children living in the Southwest. A few schools have begun programs to give these children the pride and self-confidence they have to have in order to survive. Dean Urquides mentions, among other projects, the Listening Post used in one elementary school in Tucson. Here children's voices are recorded and played back so they can hear how they mispronounce English.

Teaching correct Spanish is one of the main objectives in the Southwest. These youngsters are doubly handicapped. They speak English poorly, and they speak their own native Spanish equally poorly. Dean Urquides, chairman of a recent NEA-Tucson survey of the Spanish-speaking problem, stresses that these children must be imbued with pride in their own heritage at the same time they are made proud of being Americans.

"In the future, the descendents of Tucson's founders will be truly bilingual, at ease in two cultures, and able to live comfortably in either as the occasion arises," she concludes.

# # #

Nevada Review Committee
To Protect Teachers' Rights

WASHINGTON, D. C.--The Nevada State Education Association has proposed a Professional Review Committee of 42 educators who will be in the position to protect the rights and responsibilities of teachers and administrators, and generally improve the state's education system.

The proposal is reviewed in the current issue of the NEA Journal, official publication of the National Education Association. The proposal, according to James T. Butler, executive secretary of the NSEA in Carson City, "emphasizes high-quality performance by classroom teachers, clear-cut procedures protecting the rights of all public school educators, and a recognition by principals and administrators of their responsibility to maintain a working situation conductive to good performance."

"As educators in a changing society, we owe it to ourselves and to the public to work for improved legislation insuring the optimum in professional service," Butler concludes.

2/1/67

Too Much Or Too Little Love
Destroys Child's Self-Concept

WASHINGTON, D. C.--You can love a child to death, or let him die of loneliness. Either extreme, on the part of parent or teacher, can destroy a child's self-concept.

The building of a child's ego, sense of importance, is a great part of education, according to Sterling G. Ellsworth, consulting psychologist, and author of a significant article in the current issue of the NEA Journal, official publication of the National Education Association.

Negative self-concepts can be transferred to the child without either parent being aware of the damage. Teachers can observe these traits in their students and do much to build positive self-concepts, Ellsworth notes.

# # #

NEA Computer System To Assist
Teacher Find Job Of His Choice

WASHINGTON, D. C.--Teachers will have an opportunity to find the job of their choice through a new computer based "locator and referral service" established by the National Education Association.

Known as NEA*SEARCH, the nationwide system for matching job applicants and teacher vacancies also will help school superintendents to meet their specific needs, according to an article in the February issue of the NEA Journal, official publication of the NEA.

"Employers in search of teachers will also be able to take advantage of the flexible aspects of the NEA*SEARCH computer service," says George E. Arnstein, project director.

"In describing a vacancy, they (employers) will not only give location and subjects to be taught, but can express their preferences as to educational attainment and experience of candidates and state the salary they are prepared to offer."

# # #

2/1/67

Feb. 1, 1967

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FOR P.M. RELEASE
Wednesday, February 1, 1967

NEA Holds Follow-Up Parley On Treatment
Of Minorities In Textbooks Feb. 9-10

WASHINGTON, D. C., Feb. 1--Textbook treatment of Negroes and other minorities will be considered at a national conference here Feb. 9 and 10, the National Education Association announced today.

The conference will be a prelude to the 41st annual observance of Negro History Week, Feb. 12-19, sponsored by the Association for the Study of Negro Life and History in cooperation with the NEA. The NEA has promoted a series of activities leading up to the special week observance.

Representatives from publishing, education, government, and civil rights organizations will review progress since a similar NEA conference on the subject in May 1965. At that time, "textbook publishers came under fire" for producing instructional materials that reflected only the white middle class and often perpetuated racial prejudice, the conference sponsor, NEA's Committee on Civil and Human Rights of Educators, reported.

"Part of the progress during the past 18 months is indicated by the fact that a new NEA bibliography lists more than 400 multi-ethnic textbooks and other instructional materials," Samuel B. Ethridge, NEA Associate Secretary for Human Rights of Educators, pointed out.

"A similar bibliography at the time of the 1965 conference listed only 25 volumes. A major purpose of the forthcoming conference will be to help more teachers become familiar with the new materials and make them available in the classrooms," he added.

The conference will also give publishers and editors an opportunity to hear suggestions, direct from teachers and civil rights leaders from across the nation, concerning further improvement in treating minorities more realistically in textbooks and supplementary materials.

(More)

More than 400 persons are expected to attend the meeting at NEA headquarters and the Statler Hilton Hotel. Like the 1965 meeting, it will be sponsored by the Committee on Civil and Human Rights of Educators.

Keynote speaker will be John S. Gibson, director of the Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, Medford, Mass. He was previously chairman of the Division of Liberal Arts and director of development at Babson Institute, Babson Park, Mass. Among his writings is Negro Self-Concept: Implications for School and Citizenship.

Dr. Gibson and an associate recently conducted a study of instructional materials pertaining to race and culture in America for the U. S. Office of Education. He is currently conducting a project to supply elementary schools with information about the role of the Negro in American life.

Also addressing the conference:

- Rep. John Brademas, D-Ind., a member of the House Committee on Education and Labor. A former Rhodes scholar, he became an assistant professor of government at St. Mary's College, Notre Dame, Ind. He was executive assistant to the late Adlai E. Stevenson when he was a Presidential nominee.
- Dr. James M. Nabrit, Jr., president of Howard University, Washington, D. C. He formerly was U. S. Deputy Representative to the United Nations. Earlier, he was a member of the legal staff of the National Association for the Advancement of Colored People.
- Roger E. Egan, senior vice president and managing editor of Silver Burdett Co., a Morristown, N. J., publishing firm. He is also a faculty member of the College of St. Elizabeth, Convent Station, N. J., and formerly was managing editor of the educational department of Doubleday & Co., Inc.

A panel representing publishing, government, education, and civil rights agencies and groups will discuss their roles in providing teaching materials that reflect "the multi-ethnic nature of society in the United States."

(More)

Panel moderator will be Mrs. Elizabeth D. Koontz, Salisbury, N.C., a leading Negro educator and past president of the more than 800,000-member Department of Classroom Teachers of the NEA.

Panelists will include: Mary Lou Denning, public schools staff, Lowell, Mass., and former editor for a Boston textbook publishing firm; Robert Green, a college professor and consultant to the Southern Christian Leadership Conference, Atlanta, Ga.; Louis J. McGuiness, assistant chief of the Program Development Branch, Division of Compensatory Education, U. S. Office of Education; Bruce Miller, superintendent of schools, Riverside, Calif.; and Robert McNamara, Jr., vice president of Scott, Foresman & Co., Chicago textbook publishers, and co-chairman of the Joint Committee of the American Textbook Publishers Institute and the NEA.

Recommendations for further improvement in the treatment of minorities in textbooks and better use of such instructional materials will be considered at the final session.

Chairman of the NEA committee sponsoring the conference is Nathan E. Kullman, Jr., assistant executive secretary of the New York State Teachers Association, Albany.

In explaining NEA's participation in Negro History Week, Dr. Kullman said: "Throughout the years the American Teachers Association and the Association for the Study of Negro Life and History cooperatively sponsored this special observance. Since the historic merger of the ATA, a predominately Negro education association, and the NEA last year, the NEA has taken over this sponsorship role."

NEA civil rights activities in January included the premiere of a filmstrip, "Legacy of Honor," designed to give students a better understanding of the role of the Negro in American history. It was produced by the NEA in cooperation with the ASNLH.

The NEA has also featured an art exhibit on Negro history, which will continue in the lobby until late February, and has issued new material related to civil rights including a leaflet on NEA's Fight for Civil Rights.

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2/1/67

1/23/67

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Mel Hayes

FOR RELEASE AT WILL

It's A 47-Hour Week For Teachers,
NEA Research Survey Indicates

WASHINGTON, D. C.--The 40-hour-week hasn't caught up with public-school teachers yet--they average more than 47 hours in school and school-related activities, survey data just released by the National Education Association indicates.

The preliminary report on "The American Public-School Teacher, 1965-66," shows that the typical teacher spends 36.5 hours in regular school duty. In addition, he puts in 10.8 hours grading papers, preparing lessons, supervising extracurricular activities, going to meetings, and in other school-related pursuits.

Nearly one-third of the teachers reported that they average 50 or more hours a week on all school duties.

The report, prepared by the NEA Research Division, is based on data collected from a scientific sample of elementary and secondary-school teachers across the country. The sampling reflects characteristics of the nation's 1.7 million public-school teachers.

Almost one-fourth of the sample said they average less than 30 minutes a day for lunch, although the average for all teachers reporting was 38 minutes. During their lunch period, 63 percent of the elementary teachers and 29 percent of the secondary teachers supervise student lunch periods, either all the time or on a rotating basis.

Although the majority of teachers considered their teaching loads "reasonable," about 38 percent thought they were either "heavy" or "extremely heavy."

(More)

The "typical teacher," as indicated by the report data, is about 38 years old, married, and has two children; teaches an elementary-school class of 28 pupils; gets a salary of $6,253 a year.

This teacher received a bachelor's degree from a public university or land-grant college; has taught nearly 12 years, including 8 years in the present school system.

On the average, elementary-school teachers report a class size of 28 pupils. More than 13 percent of the elementary-school teachers say their class has 35 or more pupils.

In the secondary schools, where teachers instruct several different classes, each teacher averages 132 different students daily. Almost 20 percent report teaching from 150 to 174 pupils per day and 16 percent report 175 or more.

The typical secondary school has a faculty of 57 teachers; in elementary schools there are typically 23 teachers.

Ninety-three percent of the teachers have at least a bachelor's degree, and 23 percent have a master's or higher. Only about one public-school teacher in a thousand has a doctorate, however.

About 3 in 10 public-school teachers are men. Seventy-eight percent of the men are married, compared to 65 percent of the women. Nearly three-fourths of all teachers who are, or have been, married have one or more children.

Men teachers average 35 years of age, about 5 years younger than the women.

Forty-nine percent of the men and 37 percent of the women received their highest degree between 1961 and 1965.

About one-third of the women, but only 8 percent of the men, began full-time teaching before 1941. Almost three times as many women as men (18.4 percent and 6.3 percent) have taught 25 years or more.

(More)

The differences between average ages and teaching experience of men and women teachers reflect the fact that men more often leave the teaching ranks early to become school administrators or to enter other professions.

The preliminary report indicated that one-fifth of the teachers believe they and their co-workers enjoy "high prestige" in their communities. Sixty-five percent reported "medium prestige."

Does the community place special pressures on teachers or restrict their activities just because they are teachers? Forty-seven percent said "No, not in any way." Six percent said "yes, seriously" and another 43 percent said, "yes, but not seriously." Four percent was undecided.

1/23/67

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Robin Dorr

FOR RELEASE TUESDAY A.M.
January 17, 1967

Reforms Urged In State Accreditation
Of Teacher Education And Certification

WASHINGTON, D. C., Jan. 17--A national group of educators today called for reforms in the present system of state accreditation of teacher education and certification of teachers with a proposal that an all-educator advisory Professional Standards Board be established in each state.

"Educators must assume greater responsibility in the accreditation, certification and strengthening of teacher education programs in this country," according to Alfred W. Thatcher, chairman of the joint committee that has been studying the problem since 1964. Thatcher is acting president, State University of New York College at Potsdam, New York.

The committee's report, "Guidelines for Professional Standards Boards," published by the National Commission on Teacher Education and Professional Standards of the National Education Association, compliments another NCTEPS report which deals with the application of standards to the individual teacher.

At the present time, the report notes, most states have some sort of advisory machinery for teacher education and certification. While some are very effective, their influence varies considerably. Some are too large to be effective, and some have so little responsibility as to be of little value.

"In no other profession--medicine, law, engineering, journalism, for example--do lay boards become so deeply involved in decisions about the course of studies to be taken, minimum standards of excellence, or the methods to be used after graduation," Thatcher observes. "If a board, composed of doctors, lawyers, mail collectors, politicians, and landscape artists, were appointed to dictate the style, format,

(More)

content, and editorial policy of a newspaper there would be a wholesale walkout in every city room in the nation," he adds.

Noting that the legal responsibilities of the respective state departments of education are not being questioned, Thatcher says, however, "it is equally important to recognize that to delegate responsibility to representative professionals is in keeping with the best traditions of a free and open society."

"Policy decisions affecting teacher education made in state departments of education have far-reaching effects. Therefore, those who carry out decisions should have greater participation in making them," the report notes. Responsibility for maintaining high standards of teacher education would not only strengthen the profession but would result in higher classroom standards, the report maintains. In many cases educators today accept public criticism for decisions that are not of their making.

The committee recommends that each state provide for a legally established standards board, composed of educators, who would advise the state department of education on policies and standards related to:

- Licensure of teachers
- Revocation or suspension of licences
- Review of waiver of certification requirements
- Assignment of teachers
- Accreditation of teacher education
- Programs, studies, and research designed to improve teacher education, including continuing education for teachers.

The members of this advisory board would be actively practising in the teaching profession with a specific minimum of experience (possibly five years), and have appropriate certification where required for professional assignment. The board should have an annual budget financed by public funds and administered by the state department of education, the report recommends.

(More)

Reforma Urged In State Accreditation
Of Teacher Education And Certification

The Joint Committee on Professional Standards Boards, which began its study in 1964, consists of representatives from the following educational organizations: the National Association of State Directors of Teacher Education and Certification (NASDTEC); the National Commission on Teacher Education and Professional Standards (NCTEPS); the American Association of Colleges for Teacher Education (AACTE); the NEA Department of Classroom Teachers; the American Association of School Administrators (AASA); and the Council of Chief State School Officers (CCSSO).

The committee's report has been sent to state associations, chief state school officers and over 50 professional and learned societies.

# # #

1/17/67

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FOR RELEASE: 6 p.m.
Monday, January 2, 1967

Technology Offers Promise
Of Revolution in Education

WASHINGTON, D. C., January 2--Education stands at the threshold of a revolution which can transform it unbelievably, the editors of Education U.S.A. reported today. The weekly newsletter, published by the National School Public Relations Association, issued a special report titled, Technology in Education, which sums up late developments in the field.

It draws together results of a hearing by the economic progress subcommittee of the Senate-House Joint Economic Committee, the American Management Association's conference on "Educational Realities," and several other sources to forecast what may be the end result of the computer in education.

The report concludes that while school books may still be around for quite a while, and improved school books at that--the future lies in the computer, which can offer individualized instruction to the pupil, tempered to his ability and conditioned to his responses.

"With one of these in the school library," the publication says, "a student with the proper equipment can dial for whatever is stored in it, tape recorded lectures or films. He receives the information on something that looks like a small television set."

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

What is more, this is already being done in many schools around the nation although it is nothing yet like a comprehensive program. Computers, talking typewriters, and similar elements of the new technology are for one thing fantastically expensive, at current rates of production (the University of Pennsylvania Medical School has just installed one which cost $750,000).

The report offers a rough estimate that to equip every public school in the state of New York with this modern equipment would cost something between $100 and $200 million. At the present time only about 300 of the nation's 2,100 colleges and universities, and about the same number of its 24,000 operating public school systems have anything approximating a computer such as the one at the University of Pennsylvania.

But the revolution is here. Norman D. Kurland, director of the Center on Innovation in Education of the New York State Education Department, recounted it in his testimony before the Joint Economic Subcommittee, as this report tells. Kurland has spent the last two years traveling about the country to see what is going on.

"I have seen computers that present lessons to students in such a way that each student receives a lesson uniquely tailored to his needs," Kurland said. "He controls the speed at which he moves through the lesson and his performance determines what the lesson will be. Where he has difficulty he gets help immediately; where he shows mastery he is moved ahead to more challenging materials.

The presentation can be in written form, it can be by voice, it can be by pictures, moving or still, or any combination of these. The student makes his responses on a typewriter keyboard, by pressing buttons, or by pointing a light pen at a tube."

Kurland went on to describe many other computer-type devices he had seen in operation doing equally spectacular things, but he made the point that these were only experiments being conducted somewhere in the country.

(More)

George E. Arnstein, testifying for the National Education Association, was quick to point out that there is not now in existence, anywhere in the country, a computer-assisted instructional program which is economically competitive with "live" teachers and, furthermore, that there is no unified system of keeping track of what the computers are doing in education.

Other articles in Technology in Education discuss the problems that will come when the revolution arises, concerning the wholly different role of teachers and student-teacher relationships; the target of individualized instruction and how the computer may achieve it; its function in the education of the disadvantaged; and many other aspects of the problem.

The book closes on a hopeful note--the establishment of EPIE, a New York-based nonprofit corporation which will attempt to keep the educational community and the manufacturers of computers and such devices informed about what is going on in the field.

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NOTE: Copies of Technology in Education are available for newswriters at the office of the National Education Association's Press, Radio, and Television Relations Division, 1201 Sixteenth Street, N.W., Washington, D. C. 20036. Others may order the publication from the National School Public Relations Association, at the same address. (24 p. $1.50)